

## Nigerian diary

Life in Nigeria is about coping. It's a cliché but one worth repeating. You spend hours worrying about things normally taken for granted: how to get water in wash with light to see with; how to make contact with friends; whether the bus, train or plane is going to leave on the day scheduled or the next; when you are going to get involved in a near-fatal accident (by the law of averages, soon); when you are going to be embroiled by bandits; whether you will find peace or arrival, how much it will cost and whether it will be worth or tepid.

Almost nothing works, and if it does it certainly does not work on time. This matters little especially if it is combined with Nigerian warmth and charm as it often is. The African concept of time is probably the hardest thing to a hustling European to get used to and is exacerbated by a bureaucratic government machine staffed by officials who are rarely "on sent" (Nigerian for "to be at your desk"). The opportunity for corruption is obvious.

If all this sounds like the whilings of jaundiced expatriates you are right. The style is different—the colonial administrators slipping sudanese into their spurious laws and verandahs have been replaced by teachers and technical people living in smaller and tackier houses—but the content is much the same. As conversation goes it is pretty tedious; the interesting thing is that Nigerians join in the complaining as well.

## Oil and Allah

For most Nigerians life is really about survival. Although children look well fed, they do not look well off and one has to search for evidence of oil riches. There are many more cars and taxis around than in the past. It was in Nigeria six years ago, many more housing developments, and the higher education system has mushroomed from six to 13 universities. The Nigerian middle class has obviously taken off but one wonders what life is like in the villages. Backward inflation cannot have made life easier for them although it is said that prices in the villages have not risen on the same scale as in the towns.

Education remains something of a luxury in a densely populated country. No one knows how many Nigerians there are because population censuses are such political dynamite they have been mostly avoided. Although officially there are said to be 55 million people, one recent estimate was of about 40 million. The "surplus" of children at primary school, varying from 20 to 30 per cent, is almost universal in the high Muslim north.



Varied, but as yet far from universal: two faces of primary education in Jos, northern Nigeria. Left, a Koranic school for Muslims in the village; right, a purpose-built, Western-style Government school.

does not often affect much more than 10 per cent of the age group. All this is changing, oil and Allah willing. Universal Primary Education is being introduced through an expensive and ambitious programme. The scale of it can be gauged from the estimated 18 million children who will be of primary school age by 1981.

This programme is part of the Government's Policy on Education evolved over three long years and published in 1976. It proposes to restructure the education system into a 6-3-3-4 sequence: six years of primary school, three of junior secondary school, three of senior secondary school and a four-year university degree. Students who leave after junior secondary school may go into an apprenticeship and get some other kind of vocational training.

A National Book Development Council has been set up to make sure that textbooks used in Nigerian schools are relevant to the country's needs, and the Government is now preparing to establish a printing and publishing company to produce such books. The high-sounding and sensible proposals of the new policy sound a million miles away from the recurring horror stories of everyday student life.

In Plateau State this year fifty-formers taking the West African School Certificate geography paper pursued a very curious house down the middle of the night. He had locked the exam papers in a safe and then gone away leaving instructions with his assistant to release them at the right time. But the assistant forgot the combination lock numbers and the students were told they could not sit the exam.

There have also been widespread newspaper reports of candidates not receiving their exam numbers or being forced to shuttle from one exam hall to another in search of them. Those who could not find their numbers were not able to take the exam. But taking an exam is no guarantee of anything. One candidate wrote in desperation to his local

paper—an important venue of redress in Nigeria—to say that although he had taken the exam he had never received the results. A year had passed but the exam board could find no record of his name. Exam leaks reached such awesome proportions that the military government was moved to publish a White Paper on the subject in May, following a tribunal of inquiry. This recommended that 1,809 candidates in last year's school certificate exams should have their results cancelled, and that five West African Exam Council officials as well as three heads, two policemen, four employees of the security printing company and a JP be dismissed. The government announced its intention of introducing a leak-proof method of conducting WAEC exams involving the use of three booklets each containing 20 groups of questions.

But exam leaks continue to emerge. Only a month ago nine detectives examining leaks in Cross River State were beaten up and then locked up by fifth-formers in one school. In this the only school to have their examination leakage they were reported to ask the detectives: "You want to give our school a bad image?" Thirty-nine pupils were arrested.

There have been a number of arrests for certain. A primary school boy was jailed for six months in April for using a test-tube to look at a friend's test-tube. Operation Show Your Certificate campaign.

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## Black magic rumours

More bizarre goings-on concern pupils deserting schools over black magic rumours. "Two years ago the rumour that some people in the society were using magic to harm others for ritual purposes sent shock waves across the country," says the story. "Today, however, the rumour about certain people or practices harming the teeth of people for the same purpose is doing the same thing."



Schools in Kano were described as a result. The state's commissioner for education told parents it was rubbish, a costly rumour put about by unimpressive citizens who did not like the Universal Primary Education scheme.

Teachers suffer as much as pupils from the creaking bureaucracy. In Jos—once the Poona of Nigeria—where I was staying, primary school teachers had not been paid for two months.

But it was at the University of Jos that the most colourful and longest-playing drama was being enacted involving sex, money and tribalism, the three ingredients of Nigerian politics. Unless, as the university is popularly known, had been subjected to two probes, one internal and the other external, in its two short years of existence. This media outside inquiry was set up to look into Unijos's admissions, among other things. The university was supposed to be operating a positive discrimination policy and taking all students with minimum qualifications from the "educationally disadvantaged" states.

Instead it had admitted a large number of Eboes (remember those clever, achieving Biafrans), which suggested admissions had been based on merit. The probe also looked into the "excessive friction" between the vice-chancellor, an Ebo, and the registrar. It concluded that the vice-chancellor he removed as well as Mrs. Yekub, the assistant registrar, with whom the commission found a "love relationship" and that the registrar be redeployed.

None of the recommendations have been put into effect. The internal probe, which was looking into financial irregularities, concluded that the allegations should be referred to the police. Many of the country's difficulties are probably quite rightly laid at the door of the British. Did not we impose our Westminster model of government on groups of people who had virtually nothing in common with one another? And our dilute education system or people with a need for much more basic schooling?

Much bushing of the British on us a result, especially since a new regime adopted a less than foreign policy. But other groups also come in for stick, notably the Asians who populate Nigerian schools and colleges in some numbers. A long article in one of the major newspapers summed up the feeling in words that we could repeat here because of the Relations Act. Indians were said to speak English as if "every one of them to a man has his tongue in the mouth."

## A civil future?

The newspapers as well as the lay slogans deploring the lack of love is not to sport "do it some of the most enjoyable thing about Nigeria." Despite the military, it is a remarkably free and democratic place with a wealth of sophisticated political discussion. The Obasanjo regime has committed some serious blunders like its failure to set up a university, but it has also introduced some radical reforms (in primary education, for example) and is pledged to return the country to civilisation.

Much speculation has been going on about the civil future of Nigeria. This will over happen and where and when the next civil war will come. Tribes are one of the major considerations in Nigeria politics (you could say that about everywhere) and there is no doubt that whatever happens will be determined more by ethnic groups than by issues.

Lucy Hodges

## Next week

John, exchange. Christopher Scherck, college lecturer, and Gwen, a primary school teacher, try out each other's jobs for a day.

# THE TIMES Educational Supplement

FRIDAY AUGUST 11 1978 NUMBER 3293

FIRST PUBLISHED 1910 PRICE 20p

## 'Milk is bad for you' claim hotly up battle

by Caroline Haydon

The school milk lobby resolved another body blow this week as experts said milk could be positively harmful to children and a nationwide campaign for free milk said it contained misleading statements.

The NUT also put another obstacle in the way of the Government's plan to provide free milk for seven to 11-year-olds by telling its members they will have to work back to the milk. The battle is heating up because local authorities have only until September 1 to tell the Department of Education and Science whether they will accept the free milk plan or not. The Government wants to provide free milk for juniors, in return for which they will get an EEC subsidy and a direct Government grant lasting until April next year. So far 19 local authorities have accepted and 23 have refused.

Dr Paul Buisson, lecturer in medicine at Guy's Hospital Medical School, London, said that the authorities who were denying the children free milk "could be doing them a favour".

Over a million had been associated with a number of health problems, including obesity, coronary heart disease, arterial thickening and related cardiovascular disorders, he said.

Research at Guy's Hospital had also linked it with allergic disorders including eczema, asthma, recurrent vague abdominal pain and other allergic phenomena.

Where one or both parents has a genetic predisposition on the offspring to develop similar problems, says milk feeding in the first few months or years of life often can be shown to provide the stimulus to trigger this susceptibility, he said.

States as many as 10 per cent of the population suffer from allergies of one kind or another, the withholding of free milk from children is in fact doing them a favour and not doing them a valuable service, he said.

After nutritionists have cast doubt on the value of a free junior milk scheme, Professor Arnold, of Queen Elizabeth College, London, said that research carried out by his department was quoted in a 250,000 word Dairy Council advertisement carried in selected national newspapers in June.

The research applied to school children not to milk supplies. A recent survey of the diets of 5,000 children in Great Britain and Ireland found that 250 had been shown to be overweight and that had not been found to be smaller and healthier.

Phases in The Lancet which called for more research on the nutrition of children, also found that there had been a decline in the weight of children in the National Child Development Study. (Our



Mr Shore's plans could mean a big return of power to the cities including Bristol, Derby, Hull, Leicester and Nottingham. Report, page 4.

## Mr Shore's local surgery

The most important thing to say about the Government's proposals to hand back powers to some town halls (page 4) is that educationists in the affected areas would have to spend the next few years reorganizing themselves and creating more bureaucrats instead of getting on with the business of educating, at a time when stability is badly needed.

There was, indeed, a good case for saying that the big nine county boroughs—Bristol, Derby, Hull, Leicester, Nottingham, Plymouth, Portsmouth, Southampton, Stoke—should not have had responsibility for education taken from them in the 1974 reorganization. That is not or all the same thing as saying that they should be put through yet another major upheaval so soon, with the impossible aim of restoring the past just as it was.

The nine boroughs did make just that case in their submission in response to earlier soundings by Mr Peter Shore, the Environment Minister, that the needs and philosophies of such major cities are very different from those of the county areas that subsumed them, and that the new administrators in the monster counties were too remote from the users. This was well illustrated in the severe pains suffered as

Bristol and Leicester, for example, were forced to disperse into Avon and Leicestershire.

But even the big nine did not believe that the case for shifting educational power was as strong as that for planning, roads and traffic, or the other ancillary services. Aware of the opposition from Mrs Shirley Williams and the Department of Education and Science to such a change, they were prepared to concede on education the better to win through in the other areas. It seems there were as surprised as anyone to find it still in the package that Mr Shore's friend in the House of Commons last week.

The Government decision only comes after much political disagreement in the Cabinet, and we can only speculate whether it would have got through in the form it did if Mrs Shirley Williams had not been absent in China during the last of the ministerial in-fighting. Certainly, she and the DES are not alone in the view that, although the present local government structure is not satisfactory, it is better than another upheaval, partly for the obvious administrative reasons but also because there are no votes to be won in putting the electorate through more confusing change. Evidently Mr Shore disagrees on this, and

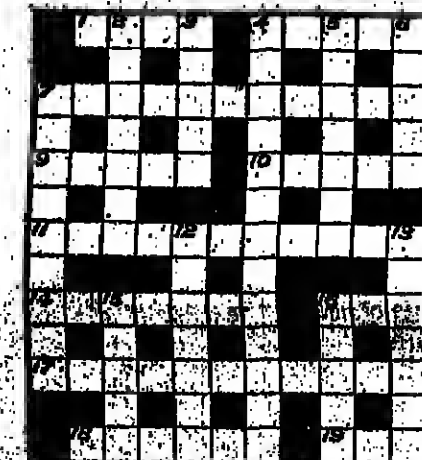
certainly the Labour Party's local government contingent have been supporting him energetically since he first floated the idea of what he euphemistically calls "organic change" in local government eighteen months ago. On the other hand, it is difficult to see what short-term advantage this could bring the Labour Party in the local authority associations' balance of power, since the boroughs affected are now predominantly Conservative.

Mr Shore's statement admits that there are many matters still to be resolved in the light of local circumstances and consultations, but elsewhere it mentions that the changes proposed are only the first stage in Labour Party proposals for local government reform in England, as set out in a National Executive Committee statement to the annual conference which envisages elected regional authorities. If such major local government surgery is really to take place in the 1980s, organic tinkering now could weaken the patient beyond repair.

## No comment

"Children must get used to literature as they are almost certainly going to meet it throughout their lives"—from finals exam script of BSA(Home) candidate.

## Crossword No 1,144



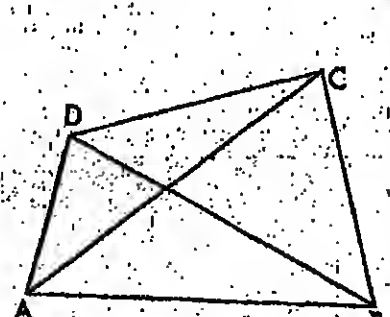
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4 A rotten stone (7)  
5 Food that gives one a turn (5)  
6 Sleeping up military progress (5)  
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## Maths teasers

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" B 11 0 12 13  
" C 10 12 0 9  
" D 8 13 9 0



1. A rectangle ABCD has vertices A(0,0), B(11,0), C(10,8), and D(8,13). The diagonals AC and BD intersect at point E. Find the coordinates of E.

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## This week

All-in defiance  
One group of councillors is challenging Shirley Williams to take them to court for refusing to go against her. Others are accusing her of dragging their feet.

Job swapping  
A primary head and an education lecturer step into each other's shoes for a week.

## YOP shock

A 17-year-old who has lost her job in the Youth Opportunities Programme has been found not to have the same rights of appeal as other workers.

DES quiz snubbed  
Kingston is not answering the Government's questionnaire on local curriculum policies and it looks as if the replies of most other authorities will amount to very little.

## Extra: English as a Foreign Language

Eight pages of reviews and articles on all aspects of current trends in EFL teaching.

## Satin, muslim rags

Berry Tadmor on the degrees shows of some major London art colleges.

Classified ad index







Major cities may take back control of education. Caroline Haydon reports

## 'Big nine' to regain powers?

Major cities which lost responsibility for education when local government was reorganised in 1974 may have their powers restored. But the return would not be made automatically—each case would be decided on its merits.

The surprise announcement came in a written Commons answer from Mr Peter Shore, Secretary of State for the Environment, just before the House rose for the summer recess.

He emphasized that the Government decision to press ahead with the transfer of some powers from non-metropolitan counties to the cities—including social services and planning as well as education—was only in principle. Further discussions will be held before the introduction of any new legislation.

The "Big Nine", as the cities involved in the plan are known, are Bristol, Hull, Leicester, Nottingham, Derby, Stoke, Southampton, Portsmouth and Plymouth. They have been lobbying for a return of their lost powers for at least two years.

The Local Government Act of 1972 downgraded them to the status of district councils and turned over the control of education within their boundaries to the counties of Avon, Hampshire, Leicestershire, Nottinghamshire, Derbyshire, Staffordshire, Hampshire (Southampton and Portsmouth) and Devon respectively.

Although six of the nine cities are now Conservative-controlled, any changeover could have a long-term effect on education policy since the cities are traditional Labour strongholds. The rural counties are overwhelmingly Conservative.

A limited reshuffle has been mooted for some time in Labour Party circles and the party's national executive announced its support for the nine earlier this summer.

But it has always been understood that education was not such a strong candidate for transfer as social services, which it is more widely agreed might need to be run locally to link up with housing, already under district council control.

And the Department of Education and Science has been reluctant to see another organizational shake-up so soon after the last one. Mr Shore said that responsible education authorities needed to be substantial in size in order to be able to provide an adequate service, and most of the non-metropolitan district councils were much too small.

Bristol is by far the largest of the nine with a population of around 420,000. Next-largest is Leicester with 290,000. None has a population of under 200,000.

In each case the decision to transfer the control of services would be taken in the light of all the local circumstances, including the impact on services in the remaining county areas, said Mr Shore.

It would also depend on the decision of the district council itself. So far only Southampton has dissociated itself from the others, saying that it is not in favour of any changes other than "limited" ones in the fields of transport and planning.

Chairman of the Big Nine and leader of the Conservative-controlled Leicester City Council, Mr Michael Cufflin said they welcomed Mr Shore's statement.

The present system has worked least well in places like Leicester where there is a large conurbation in the middle of a predominantly rural county," he said. The solution to various problems was clearly very different in each case.

He added that the cities would be trying to keep the costs of administration down and there would be no reason for the changeover to

produce the same "explosion in bureaucracy" as 1974.

The Association of County Councils (ACC) has condemned the proposals as expensive and unnecessary. Mr Gordon Cunningham, the association's education officer, said this week: "What local authorities need now is a period of stability."

"To tear up the present system would suggest something of a disregard for the interests of the very people we are supposed to serve."

He doubted whether smaller authorities could offer the same specialist yet comprehensive advisory services as larger ones. The ACC has also said publicly that any further reorganization is likely to fuel public disaffection with government at every level.

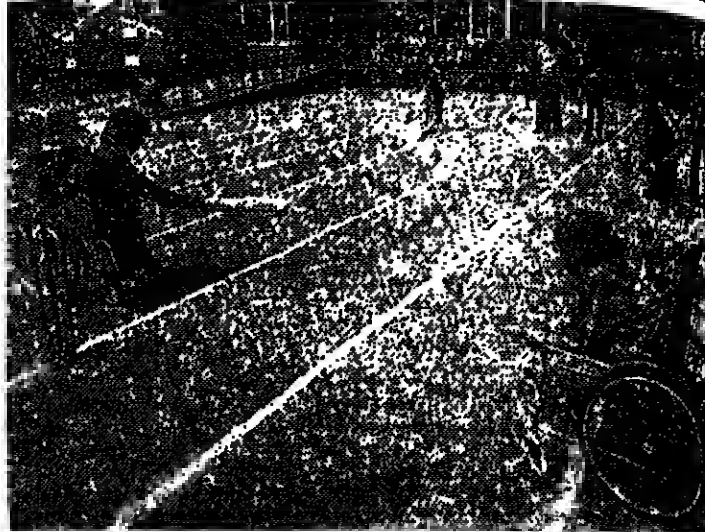
Other local government associations were this week maintaining a diplomatic silence about the return of education powers. The Association of District Councils (ADC) "warmly welcomed" aims to transfer social service and planning functions but did not mention education.

The Association of Metropolitan Authorities (AMA) merely commented that it was opposed to any further large-scale reorganization of local government.

Some of the Big Nine, however, indicated that they feel more closely allied to the large metropolitan authorities in the AMA than the smaller, rural district councils in the ADC.

Present AMA rules would not allow them to apply for membership, but it is not thought likely they would be left knocking at the door for long.

A "second league" of smaller district councils, including Norwich (population 121,000) and York (102,000), have also expressed an interest in claiming control over education, but it was clear from Mr Shore's statement that present plans concern only the nine cities.



Children at the Eru-Delny School for the physically handicapped, Penarth, South Wales, celebrated the end of term with a series of house cricket matches. The children also go shooting, sailing and swimming, and enjoy the use of a purpose-built athletic track, the first of its kind in the country.

## YOP girl has no right to appeal against sacking

by Tim Albert

Complaints are being raised about a 17-year-old girl who has lost her job on the Youth Opportunities Programme. What is upsetting people is that she does not have the same rights of appeal as other workers under employment protection legislation.

Her case has been taken up by the Bayley Advice Centre, who have written to the Employment Secretary, the local MP, the Manpower Services Commission and the area office of the National Union of Public Employees.

"Young people on Youth Opportunities Programmes don't have the rights open to other employees," says John Coleman, a worker at the centre. "In cases of dispute things seem weighted against them."

Ann Griffiths left school at 15. In the middle of June she started on a work experience scheme at Stencliffe Hospital, Dewsbury. Her job was to help the centre, consisted of washing and drying crockery (although the hospital says she was on a training programme and other duties would have followed).

"Things didn't go well. Ann says she was told off for not doing the job properly, and her mother had a 'heated encounter' with the hospital catering manager. Ann received further warnings, and a month after she started work was sent home on full allowance."

The decision was confirmed by the Manpower Services Commission, and she is now at home, without her £19.50 allowance, waiting to see if she can be found a position elsewhere under the scheme.

In his letter, John Coleman raises the question of whether there was adequate machinery to ensure she was treated fairly. It would appear that under the scheme the right of appeal against suspension to the MSC whose reliance on the "goodwill" of employers (sponsors) makes them less than an impartial arbiter in the last analysis they appear to have no power to force employers to continue to allow a young person to remain in work.

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The guide for area MSC office states that sponsors may suspend a full-time employee, but the matter is investigated jointly by sponsor and the area office.

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until after she had been suspended. Surely at an earlier stage would have been fair to both her and the hospital to get all parties together for a discussion about Ann's progress (or lack of it). But Ann and her mother, rightly or wrongly, feel that they have no way which has to be properly aired."

Mr Coleman also points out that Ann was never notified of the termination of her contract, although the Code of Practice for Industrial Relations states that written procedures for disciplinary matters should be followed at all times, that the employee should have the opportunity to state his case, and that there should be right of appeal.

"What I recognise is that the YOP might fall outside the Code in strictly legal terms. I do not think that these rights should be denied to young people involved in the scheme," he says.

A spokesman for the MSC in London said that they could not comment on individual cases. They meant on disciplinary procedure which gives good protection to trainees," he said.

The MSC Sponsors Handbook says that sponsors may give full warnings, either verbally or in writing. If the sponsor's conduct does not improve then the sponsor should not in touch with the MSC office.

The guide for area MSC office states that sponsors may suspend a full-time employee, but the matter is investigated jointly by sponsor and the area office.

In his letter, John Coleman raises the question of whether there was adequate machinery to ensure she was treated fairly. It would appear that under the scheme the right of appeal against suspension to the MSC whose reliance on the "goodwill" of employers (sponsors) makes them less than an impartial arbiter in the last analysis they appear to have no power to force employers to continue to allow a young person to remain in work.

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## How the I.e.a.s., amid suspicions about central interference, have been answering the government questionnaire on the curriculum

The Government's review of the curriculum is unlikely to produce any startling conclusions. The general nature of the questions, and in some cases, the timeliness of the answers, has led to suspicions that the curriculum has simply offered a chance to compare authorities, as the Department of Education and Science claims, or to attempt to influence local policies, as the National Union of Teachers has always said it was.

The department plans to have the 1990 or so answers summarized by next year, though this will be a no mean task. It will no doubt be able to assess fairly conclusively the answers to the questionnaire, and in some cases, the timeliness of the answers, has led to suspicions that the curriculum has simply offered a chance to compare authorities, as the Department of Education and Science claims, or to attempt to influence local policies, as the National Union of Teachers has always said it was.

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## Dear big brother...

Kingston upon Thames has decided not to take part in the Government's review of the curriculum, announced in the Green Paper which followed the Great Debate on education. And South Glamorgan has only done so with some reluctance.

But there seems to have been little response to the National Union of Teachers' call to boycott the questionnaire. Kingston's decision not to cooperate is being seen as politically motivated. The Tory-controlled outer London borough is also at odds with the Government over its plans for secondary reorganization.

The chairman of the curriculum committee, Mr. J. J. Adams, said this week: "The authority has actually refused to answer the questionnaire. It just had other, more important things on its plate at the moment, she said."

There were some questions it would not have answered anyway. She regarded some of them as "unpertinent" and "lunatic". Some were about things the DES had no real need to know and "cut across local autonomy".

Mrs. Rumbold said Kingston was very concerned about the sorts of issues raised in the questionnaire but getting something done about them had a higher priority than answering premature questions from the Department of Education and Science.

Though the deadline for replies set by the department was the end of June, only 78 of the 97 English authorities have so far replied. Thirteen others have said they will reply by October, after their education committees have had a chance to vet the answers. Six have yet to indicate that they will be answering.

Seven out of the eight Welsh authorities have replied and the last one is expected to do so soon. When the Government's circular announcing the review was issued last November, the NUT wrote to

education authorities must carefully note the curriculum and its development in their own areas. The review was intended to "enable the Secretary of State to assess how far the practice of local authorities meets national needs and will assist in the preparation of future educational plans."

This could, as the NUT fears, mean a circular from the Government giving guidance on the curriculum. But as things stand, the DES does not expect to be doing much of that, and emphasizes it would only do so after extensive consultation.

It is expected, however, that once the curriculum review and the results of HM inspectors' surveys of primary and secondary schooling, due out soon, are published, local authorities and schools will take the hint from the examples of good, bad or just common practice.

It is being said, for instance, that the circular issued last week to L.E.A.s advising them to set up committees to strengthen the links between school and industry, would have been unnecessary if the results of the curriculum review were already available.

It is, however, undoubtedly true that the curriculum review and the debate that spawned it has effected the way some authorities regard their role in controlling and developing the curriculum. Some have held special seminars and conferences for education committees to discuss the replies they should make to the questionnaire, and others, like Manchester, are using their replies as the basis for further discussions with teachers about what schools ought to be teaching.

The DES maintains that the Great Debate gave it a mandate to ask these sort of questions. The Green Paper, in which the review was announced, says the Minister cannot "abdicate from leadership on educational issues which have become a matter of lively public concern."

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## Major move back to engineering

by Bert Lodge

There will be a bigger increase in the number of university students graduating in engineering and technology over the next two years than in any other discipline, according to the Association of Graduate Careers Advisory Services.

The overall number of first degree university graduates will rise from 55,800 in 1977 to 63,500 in 1980, excluding those qualifying in medicine, dentistry and veterinary studies. The number of first degrees validated by the Council for National Academic Awards will rise from 14,700 in 1977 to 18,800.

With the decline in numbers studying engineering during the early 1970s reversed, almost 10,000 are expected to leave universities with engineering degrees in 1980, compared with just over 8,000 in 1977.

For scientists too, the association forecasts a reversal of the recent downward trend in numbers but here the increase will be relatively small. Law will continue to provide the largest number of graduates in any single discipline but there are expected to be fewer





## Graft or craft?

Is life for an industrial apprentice as grim as many teachers seem to believe? Adam Hopkins reports from an electronic components factory in the north east of England

When it comes to training apprentices, Welwyn Electric Ltd in Redding, Northumberland, is probably a lucky company. Despite one or two scary years, electronics is basically a boom industry, working conditions are good, and the company's training officer, Sid Skippings, has been at it for 19 years. Ask him what gives him the greatest pleasure in his job and he replies, much as a teacher might, not with generalities but with a long list of individual successes.

"Well there was Tony Jenkins," he says. "His name is fictitious," he adds, "but he was a real boy. He came here at 17 and for the first two years we sweated blood. He appeared to have nothing, I got to the point where we had virtually given up. But something went click in the last 18 months and he was runner up as the company's 'Apprentice of the Year'."

Then there was a boy who began as a craft apprentice, was literally no academic, and then came to us as a bit of a failure at school and he wound up with an honours degree. In fact, he only just missed his first.

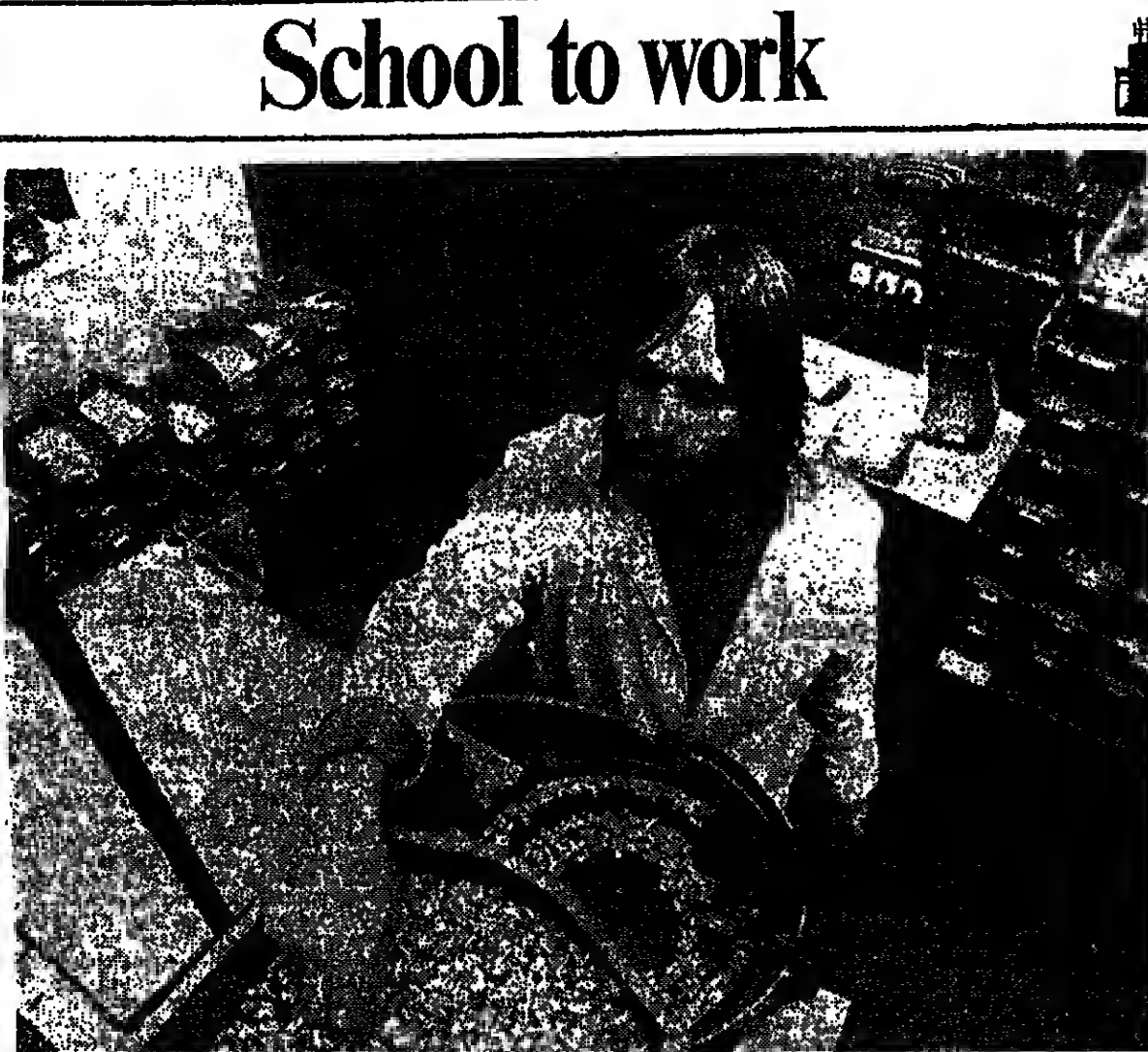
"Yes, I have got a favourable impression from being here. And actually I get quite worked up about the way some people regard engineering. When I was at school I was never mentioned, even though I was a good boy. It was a shortage of engineers. The thing to do at that time was sociology or art. The trouble is, as you say, you are an engineer, you think you are a good boy, but there is no one here and a lot of them in the other. That's totally untrue these days. In the training office we do read design jobs, things that are actually going to be used in production. You can wonder what the factory is doing, and you can see that it's quite satisfying, you know."

Apprenticeships at Welwyn last four years as they do throughout the engineering industry, and in line with the requirements of the Engineering Industry Training Board. They range from "craft work" for which little is initially required beyond a steady character, a good grade three in maths, and manual dexterity, through commercial and laboratory openings to student apprenticeships for people who have passed 'A' level.

All apprentices are involved in the work of a number of different departments. All do college work, either on day or block release, to the highest level they can achieve. It is necessary, however, for one Welwyn "stream" to another. And the students are sent off with financial backing from the company on top of their ordinary grant, to enable them to take a wide variety of technical disciplines.

What stands particularly out as a feature of Welwyn is the often stated and apparently genuine interest in the personal self-improvement of the youngsters. Mr Skippings says that when they are going off to other companies in due course.

"Not all our successful apprentices may with the company for



A mechanical engineering apprentice checks resistors coming off the production line at Welwyn Electric Ltd.

life," says the recruitment booklet (designed, interestingly, by students at Newcastle upon Tyne Polytechnic; most of the pictures in it show apprentices with long hair, so the socialization of some of the staid members of the company). "Many, after some years away," continues the booklet, "will come back into a more remunerative and responsible position, bringing with them welcome experience and a new approach perhaps to old problems." There is no suggestion that Welwyn wants to own a person body and soul.

Another of Welwyn's assets is the great enthusiasm of Dr Peter Kirby, the company's research director and the man ultimately in charge of the training of apprentices. Though an active visiting professor at the universities of Newcastle and Edinburgh, he has plenty of scathing things to say about the academic life and believes the pace and drive of an expanding industry. "There's an atmosphere of excitement and hurry-burry," he says. "People actually want what you are trying to produce."

As chairman of the manpower, training, and education working group of the Northern Economic Planning Council, Dr Kirby is involved in many of the broader school-and-work initiatives now developing in the North East of England. The key, he says, is motivation. "The majority who come out of school are not particularly motivated towards one thing rather than another. What we need are youngsters who are motivated at every level of development. In this company, when Sid Skippings talks about the good ones, he is not



A mechanical engineering apprentice checks resistors coming off the production line at Welwyn Electric Ltd.

"You've got to think about what you're doing. It's good work, quite interesting. I wasn't interested in the mechanical side at all at school. But my elder brother had been through here and he said it was the best apprenticeship we'd got in the area. And day-release, it's good, too. You feel you are better in yourself for something that'll be better in the future. I've passed my ONC and I've sat the BND, and I'm just waiting for the results now."

Ian Patrick, apprentice tool-maker, aged 21.

necessarily talking about ability, but about people's desire to make the most of what they have."

At Welwyn, the attempt to involve Dr Kirby's enthusiasm and Sid Skippings' care for the individual brings the apprentices into real work as interestingly as possible. At the most basic, first-year apprentices construct the tool-boxes and personal tools they will use thereafter. In the later years of apprenticeship they are often involved in seeking solutions to real technical problems. Original contributions are gratefully accepted. There is also a system of personal tutors by which senior personnel help them. The training officer can also act as intermediaries for them.

My own conversations with a number of apprentices, chosen at random, suggested that attitudes



A mechanical engineering apprentice checks resistors coming off the production line at Welwyn Electric Ltd.

were on the whole highly favourable. But one or two found parts of their work repetitious. And one or two seemed fairly apathetic. All management staff with whom I spoke agreed that apathy was the greatest enemy.

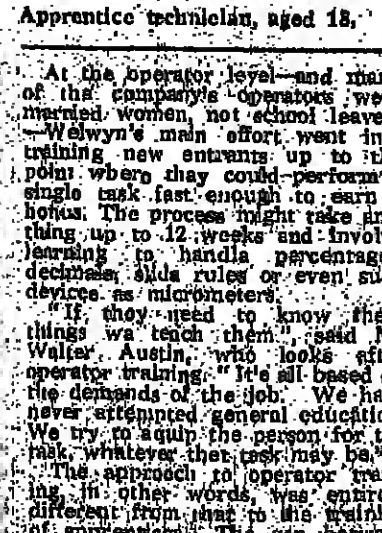
"Hostility to industry gives you something to bite on," said Dun-cani Brodie, a senior manufacturing engineer. "It's apathy that's the killer. You give an apathetic lad a job that has to be done by that night and he doesn't feel the urgency. It's just one of the things that are said to him."

But there was also some agreement that apathy was perceptible on the whole, particularly among the more intelligent. It was as if the North East had been depressed so long, said Sid Skippings, that youngsters were coming to realize it was time to shift for themselves.

The case of apprentices who are trained to do a great number of jobs is, of course, at the far end of the spectrum from that of production-line operators who are hired to perform a single task. Here much of the work looked to be a visiting eye to a single task. It was not necessarily monotonous and it seemed that much of the motivation must lie simply in money or in the security, independence, or whatever it might be, that money could supply.

"I'm not for it and I'm not against it. Actually, I just don't like work. But I left school when I was 16 and went on the dole. That was absolutely terrible, sitting around all day. This is better than that. I could be working for more money on a labouring job, but now I'll always have a trade to fall back on, won't I?"

Apprentice technician, aged 18.



A mechanical engineering apprentice checks resistors coming off the production line at Welwyn Electric Ltd.

## YMCA to move into training

by Mark Jackson

The Young Men's Christian Association is to run a £1m scheme for young jobless in the Youth Opportunity programme. It is believed to be the biggest and most comprehensive scheme yet envisaged by voluntary organizations.

The scheme will provide young people with a 12-month course of education, counselling and a variety of work experience.

Youngsters who need guidance, counselling, and guidance in their education but are not eligible for the subnormal will be eligible. They will be recruited by the service, who will cooperate in guidance throughout.

After a fortnight's selection, they will be placed in one of eight months in different work experience. Education will be provided in the form of clubs and centres by specially qualified staff.

Formal methods, such as basic skills, personal awareness, politics, finance, and legal rights, will be provided.

Sports at the YMCA are a central part of the programme, and the particular emphasis is on the use of the YMCA's own sports centres. They will be offered two weeks at a YMCA centre in the Lake District, where they may learn to swim, ski, and other sports.

The Government has agreed to fund the scheme for the first year only, with the YMCA to fund the rest.

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More public spending would be cheaper than creating jobs. Tax cuts, says a report on unemployment, would be a better way to create jobs. The report, published by the Institute of Public Affairs, says that the Government should cut its spending on unemployment benefits and create jobs.

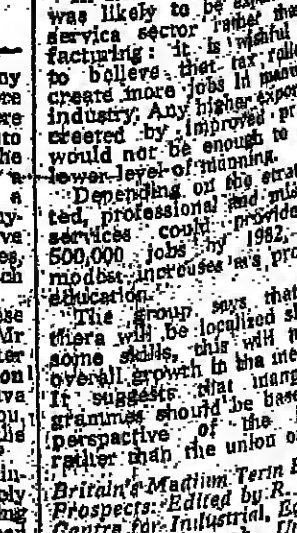
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At the operator level—and many of the company's operators were married women, not school leavers—Welwyn's main effort went into training new entrants up to the point where they could perform a single task fast enough to earn a bonus. The process might take anything up to 12 weeks and involve learning to handle percentages, decipher slide rules or even such devices as micrometers.

"If they don't know these things we teach them," said Mr Walter Austin, who looks after operator training. "It's all based on the demands of the job. We have never attempted general education. We try to teach the person for the task, whether that's making a part or the approach to operator training. In other words, we're entirely different from that to the training of apprentices. The gap between operator and apprentice is also expected to be a very large one."

At the operator level—and many of the company's operators were married women, not school leavers—Welwyn's main effort went into training new entrants up to the point where they could perform a single task fast enough to earn a bonus. The process might take anything up to 12 weeks and involve learning to handle percentages, decipher slide rules or even such devices as micrometers.

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A mechanical engineering apprentice checks resistors coming off the production line at Welwyn Electric Ltd.

Necknought, Liversedge, Batley. . . Forty years ago J. B. Priestley cobbled the Yorkshire names together into "Cleckley-nyke" and peopled his two smoky valleys of blackened stone mills and chapels with God-fearing conservative characters who unfailingly returned a Labour MP.

Now the paradox is reappearing. Batley, which led the country a few years ago in huck-to-huck houses, outdoor clothes and old folk, and today has more Labour councillors than the other parties put together, has just announced it will not be submitting any plans for going comprehensive and expects to see the Education Secretary in court whenever she is ready, its grammar school is going independent this year.

The paradox is more apparent than real. Batley no longer speaks for itself. Since 1974 it has been part of Kirklees, another huck-to-huck county borough and urban districts around Huddersfield. But the significant fact is that Kirklees has been Tory-controlled since last year. If it looks incongruous that Kirklees has chosen to buy independent schools, it is only because the Tories have chosen to do the opposite. Three times the school has been reorganized. Two dozen comprehensive and three sixth-form colleges now operate within five miles of Huddersfield. Cleckley-nyke's six secondary schools are all unparagonably grammar or secondary modern.

Since January, 1977, when the first request arrived from Whitehall for plans for ending selection by school, Mrs Williams has been shuffling backwards to avoid a confrontation. Three times she has extended the original deadline of July last year. Then on July 20 this year she made an order under section 39 of the 1944 Act that the school was failing to carry out its statutory duties. Even then she gave it until October 1 to comply with the 1976 Act that all secondary schools should go comprehensive.

At a meeting last week the councillors decided they would not be complying. The particular problem of the area and the wishes of the parents were not to be taken into account. The Education Secretary's request was unreasonable, said Mr Lewis Richards, administrative director, reported. "Council Section 76 (of the 1944 Act) laying down the general principle that pupils should be educated in accordance with the wishes of their parents" has not been before the courts for consideration. The particular contest which now remains to Kirklees. The gauntlet is clearly lying at Mrs Williams' feet. If only to save face she cannot afford to leave the Education Secretary to decide.

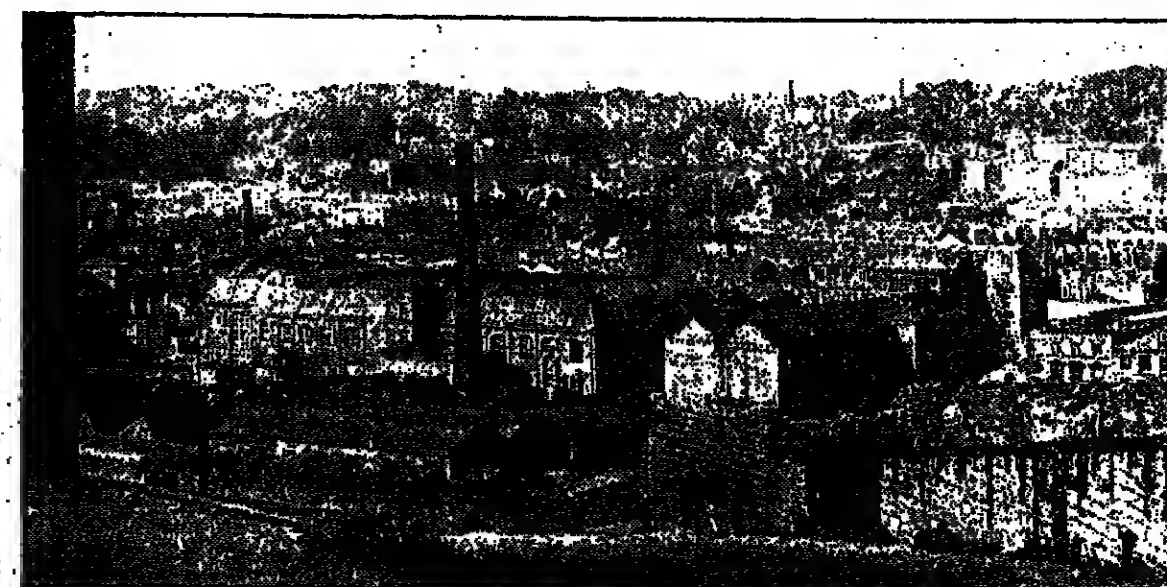
This particular problem of the area is not easy to find. The chairman of the education committee, Mrs Jane Carter, was prevented by a domestic accident from talking to the Times. Miss Alice Kilburn, a Conservative councillor, declined to discuss the matter. Mrs Margaret Wood, a former Labour councillor, said she was not a knowledgeable but felt it would be a breach of protocol not to say anything.

Registered unemployment in the United Kingdom, says the government, will rise above 2 million by the end of the year. It is a record for the present position on government spending and taxation. The government has a record for the present position on government spending and taxation.

Local authorities have surrendered to the central government's demand for more jobs in manufacturing industry. Any higher production would not be the result of a lower level of the state's expenditure on the education of the young. The government's demand for more jobs in manufacturing industry is a result of a lower level of the state's expenditure on the education of the young.

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He is particularly embittered that with Batley boys' grammar school having chosen to go independent the council is now proposing to buy places there to ensure grammar school education for those who merit it.

"They plan to pay for about 60 pupils this autumn. Altogether the council has allocated £50,000 to the school for next year. Really, Batley grammar school is only viable with ratepayers' and taxpayers' money."

The indifference of Kirklees to what parents do not want contrasts with the London borough of Kingston where a pressure group has collected impressive figures showing what parents do want. They want the borough to go comprehensive and quickly, claims PACE—the Parents' Action Committee for Education.

The council is committed to selection—but not until 1982. PACE circulated a questionnaire among parents of pupils at 13 schools in north Kingston, got a one in three reply which showed 79 per cent of primary school parents wanted reorganization before a grammar school. This was discussed on July 25 but a request that PACE representatives be allowed to take part was refused.

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## Judgment near in intelligence test row

Hearings by an industrial tribunal into the summary dismissal of an educational psychologist for allegedly failing to show he had carried out intelligence tests were concluded last week. They began in mid-March, and the tribunal, at Reading, Berkshire, has reserved its decision after 13 full days of hearings.

Mr J. Corina, an educational psychologist employed by Berkshire County Council, is claiming unfair dismissal by Mr John Hornsby, the county's retiring Director of Education, for gross misconduct. Mr Corina, who was dismissed on June 3, 1977, told the tribunal he was sacked without notice, without prior suspension, without reference to his employing committee, and without an appeal while still an employee.

He had received no official written or oral warnings about his conduct and the dismissal, unprecendented in local government service, breached his conditions of service. Moreover, Mr Corina said he had been dismissed in the middle of a previous industrial tribunal to which he had applied to obtain his additional particulars of employment under the Contracts of Employment Act.

Mr Maurice Carina, who represented his brother during the hearings, said he treated tests with admirable caution and looked at the total problem before him. His principal educational psychologist, Mr David Brownhill, had a conviction about tests which his brother did not share with such enthusiasm.

Mr Eldred Tubachnik, counsel for Berkshire, said there was an overwhelming mountain of evidence of failures to use tests properly and comply with manuals of instruction. Judgments of intellectual ability had been made on the basis of incomplete test forms. Notes and scores on scraps of paper did not support test results, or they appeared incomplete.

The keeping of proper professional records and forms was important for children who might follow. Concluding the hearings, the tribunal chairman, Captain P. H. Thomas, said a decision would be reserved and given in writing. In the interim, he asked that both sides should agree delays. Mr Corina's side should be asked to order to assist the tribunal in the event of compensation being awarded.

## Ban on Asian eye make-up

Eye make-up worn by Asian children is to be banned in Britain under a new safety code announced last week. The black make-up, known as Surma and traditionally worn by Asians, contains potentially dangerous lead sulphide.

It is harmless on the skin but if children wearing it rub their eyes and then suck their fingers, they could contract lead poisoning. The make-up will be placed on a list of substances banned in cosmetics. The new law is expected to come into operation within a few weeks.

## Birthrate rises

Births in the six months to June were nearly 2 per cent up on the first half of last year, according to Government figures. 6,608 more children were registered.

## Women in engineering

Five women students have been awarded scholarships of £225 a year to study in subjects which have historically been dominated by men—physics, electronics and maths. These Caroline Hester Memorial Trust Scholarships are administered by the Electrical Association for Women.

## Race board to probe Brent complaint

An inquiry has been ordered into the Community Relations Council of the London Borough of Brent. The Commission for Racial Equality decided on the investigation after a formal complaint from the council's education officer, Mrs Monique Lax, who has given up her job following a series of clashes with the council's executive.

Mrs Lax, who is black and was formerly a school inspector in Kenya, had held her job on a probationary basis since she took it in June 1977. Three months ago the race commission asked Brent to confirm her appointment, but it did not, trying instead to hold its

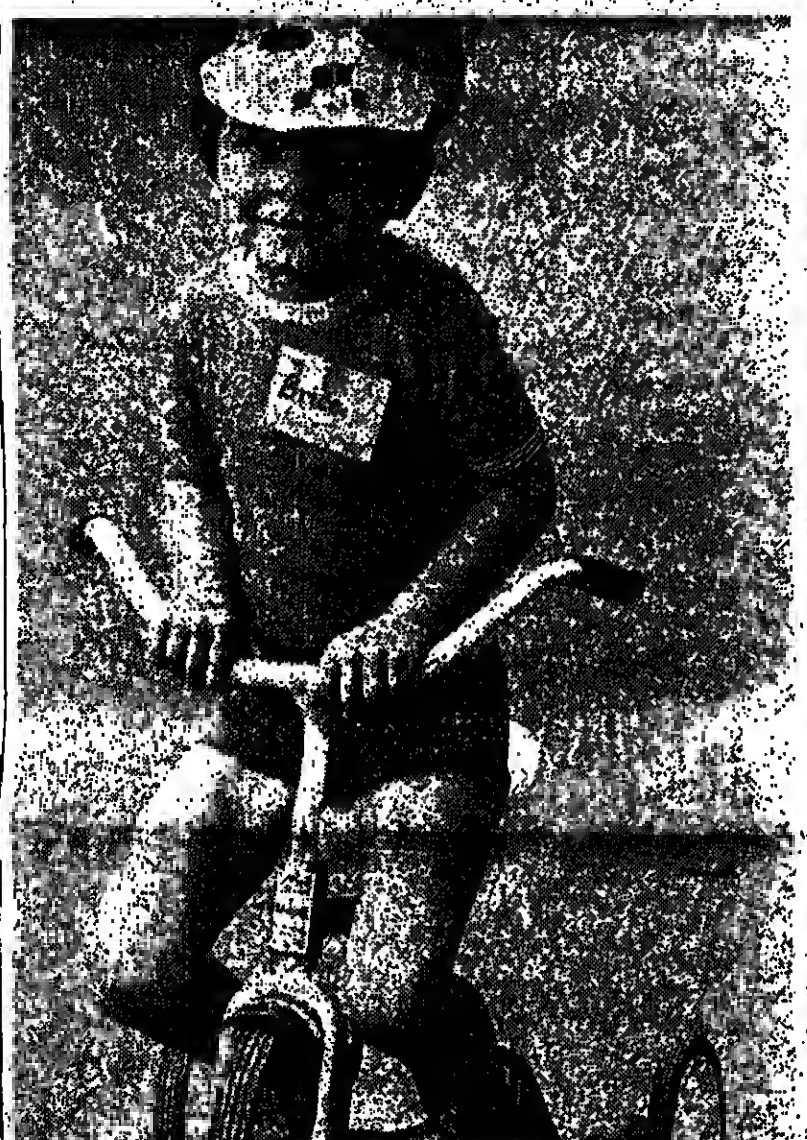
own inquiry which was boycotted by the commission and the council's principal community relations officer, Mr Philip Sestly. Mrs Lax later complained that the West Indian-dominated council executive was making it impossible for her effectively to carry out her duties; by among other things ordering her not to follow Mr Sestly's instructions.

Clauses have occurred at a number of meetings of the education advisory group. Some executive members have objected to volunteer teachers from Brent schools recruited by Mrs Lax to run a Saturday school for disadvantaged

children. They also wanted to override her selection of children for the school, which included a number of badly deprived white children who she said needed help as much as any of the black ones. Mrs Lax left the council on Friday to marry a community relations officer in Bristol. She has resigned by agreement with the commission, who are paying her three months' pay in lieu of notice.

A CRE spokesman said this week that her complaint was only one issue which had made an inquiry necessary. "There have been problems for several years, and the executive itself asked our predecessor

to run a community relations mission to run one. This will be the second time to be run into the affairs of the CRE took over. It is now a London borough of Newham. The Brent inquiry will begin August 23. It will be led by Mrs Goodman, a lecturer in education at Buckingham College. Given Ricks, is a member of the race commission.



Playful preview: children due to start at St Stephen's Primary School, Shepherd's Bush, get a chance to visit their new school and meet some of the staff. The scheme is one of 14 Headstart schemes being run during the summer holidays by the Inner London Education Authority to help children starting at primary and secondary schools to get to know their new surroundings.

## Tories block Derby move to open files to parents

A move to persuade Derbyshire Education Committee to allow parents to see confidential records on school children has been defeated. It was introduced by Mr Bob Wellman, a Labour member employed by Nottinghamshire County Council as a young and community officer, who said it would be seen by the people most concerned—parents.

The motion was lost, with the Conservative majority winning an 8-6 vote. The records are used only in the school which the child attends. Information is compiled by teachers communicating with other teachers who approved the discipline under which the record is compiled, and a high standard of professional accuracy is observed.

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## Sex bias lives on in maths and science courses

Sex discrimination will only disappear from schools if teachers want it to, according to a review of the workings of the Sex Discrimination Act in Educational Research. Coeducational secondary schools are among the worst culprits when it comes to discriminating girls from science and maths.

The review, by the Education Research Council, says that in many schools, boys are encouraged to take science and maths, while girls are discouraged. This is often done through the way teachers interact with students, or through the way the curriculum is presented.

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## Doctor launches scheme to beat heart disease

from Charlotte Byers

Each year almost a million Americans have heart attacks. Of those more than 650,000 die. Doctors know that many of the causes of heart disease such as smoking, overweight, lack of exercise and poor diet, can be reversed.

One way to educate the public is to teach children how to lead healthier lives. Dr Charles Kuntzleman, a national consultant for the Young Men's Christian Association, has devised a programme, Feelin' Good, to teach children about their heart and how to care for it. Feelin' Good has been introduced in 70 schools and 60 YMCA's around the country. The programme involves between 6,000 and 7,000 children from kindergarten up to the high school level.

At the Palo Alto, California, Y.M.C.A., 17 youngsters aged from 10 to 16 are enrolled in the course, which takes place in 10 sessions of 45 minutes each.

Today the children are learning why cigarette smoking is bad for their heart. Four teachers at the children on the floor. Paul Kuntzleman, who is making his way through the children, says: "Smoking affects your nervous system. It makes your heart rate and blood pressure increase. Your fingertips get cold and each puff constricts the small vessels in your arms and legs."

"What else does smoking do?" she asks. Paul Ting, a 12-year-old Chinese boy, replies: "Smoking is bad for your circulation." Another child says: "It makes your heart rate increase 20 beats a minute."

Dotty Cavell, a mother who is also a teacher, takes out a cigarette. She shows the children how nicotine affects their lungs by allowing the youngsters to examine a paper napkin on which she has blown smoke, leaving yellow patches. The experiment does not deter an eight-year-old from asking if he may have a puff.

Other classes deal with the management of stress. "What do you do when you are angry?" a teacher asks. "I take it out on my younger brother," a child replies. The teacher tells the children to make walks or jogs when they are angry. "Get it out of your system. Don't bottle it up," they tell the children. Each session is an hour of health tips in class and an hour in the gym. The children run back and forth, do fat in their blood and 4 per cent already have high blood pressure.

three times during this hour, they are asked to stop and take their pulses. Kuntzleman thinks the programme is important because in the United States almost half of all 12-year-olds have tried smoking. Ten to 20 per cent of the youngsters have elevated fat in their blood and 4 per cent already have high blood pressure.

Dr Richard Greene, a Palo Alto paediatrician, says he thinks Feelin' Good will help children form useful habit patterns that will help them maintain cardiovascular fitness throughout their lives.

"Children tell their parents not to smoke. They also monitor more carefully the food their parents buy at the store. They have learned how

to read labels and know the meaning of words such as polyunsaturated and cholesterol."

Grana adds that in the parents he sees obesity is frequently a problem. "If one parent is fat, then 40 per cent of their offspring will be obese. If both parents are fat, then 80 per cent of their children will be fat, too."

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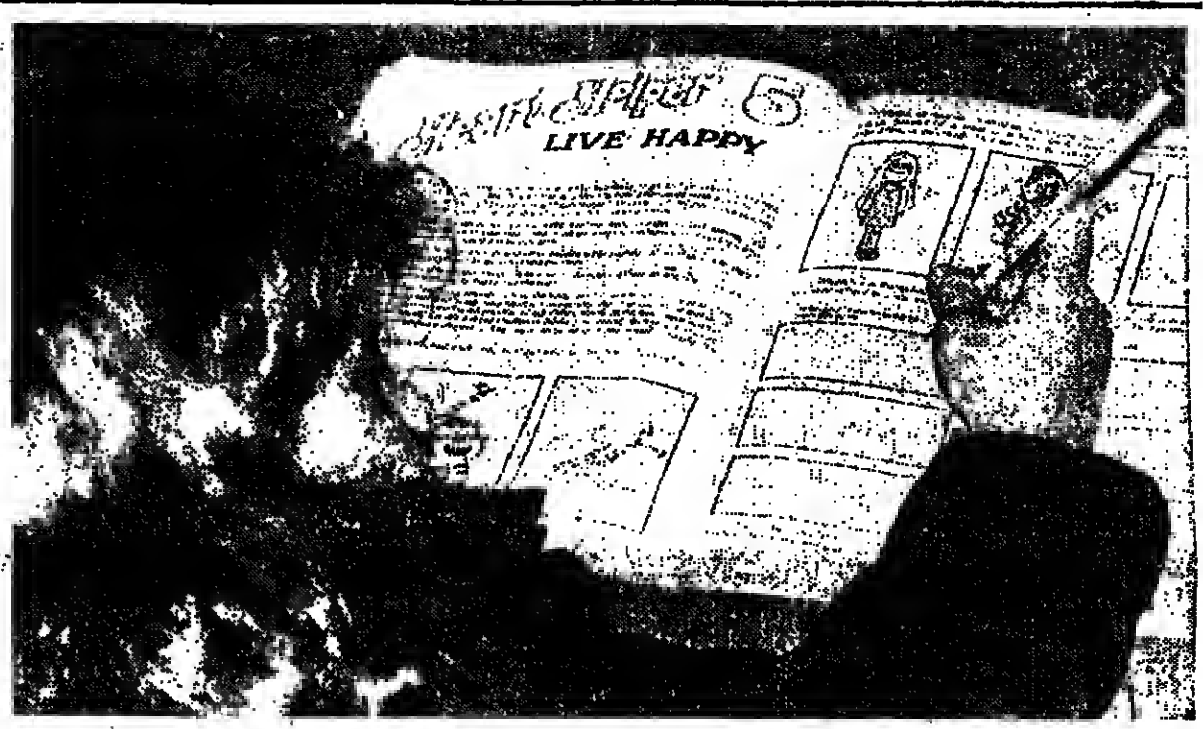
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A child enjoying one of Dr Kuntzleman's books.

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## United States

### Doctor launches scheme to beat heart disease

from Charlotte Byers

Each year almost a million Americans have heart attacks. Of those more than 650,000 die. Doctors know that many of the causes of heart disease such as smoking, overweight, lack of exercise and poor diet, can be reversed.

One way to educate the public is to teach children how to lead healthier lives. Dr Charles Kuntzleman, a national consultant for the Young Men's Christian Association, has devised a programme, Feelin' Good, to teach children about their heart and how to care for it.

Feelin' Good has been introduced in 70 schools and 60 YMCA's around the country. The programme involves between 6,000 and 7,000 children from kindergarten up to the high school level.

At the Palo Alto, California, Y.M.C.A., 17 youngsters aged from 10 to 16 are enrolled in the course, which takes place in 10 sessions of 45 minutes each.

Today the children are learning why cigarette smoking is bad for their heart. Four teachers at the children on the floor. Paul Kuntzleman, who is making his way through the children, says: "Smoking affects your nervous system. It makes your heart rate and blood pressure increase. Your fingertips get cold and each puff constricts the small vessels in your arms and legs."

"What else does smoking do?" she asks. Paul Ting, a 12-year-old Chinese boy, replies: "Smoking is bad for your circulation." Another child says: "It makes your heart rate increase 20 beats a minute."

Dotty Cavell, a mother who is also a teacher, takes out a cigarette. She shows the children how nicotine affects their lungs by allowing the youngsters to examine a paper napkin on which she has blown smoke, leaving yellow patches. The experiment does not deter an eight-year-old from asking if he may have a puff.

Other classes deal with the management of stress. "What do you do when you are angry?" a teacher asks. "I take it out on my younger brother," a child replies. The teacher tells the children to make walks or jogs when they are angry. "Get it out of your system. Don't bottle it up," they tell the children. Each session is an hour of health tips in class and an hour in the gym. The children run back and forth, do fat in their blood and 4 per cent already have high blood pressure.

three times during this hour, they are asked to stop and take their pulses. Kuntzleman thinks the programme is important because in the United States almost half of all 12-year-olds have tried smoking. Ten to 20 per cent of the youngsters have elevated fat in their blood and 4 per cent already have high blood pressure.

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## Australia

### Sternest opponent facing the left

from John Kirkaldy

Professor Leonie Kramer has in recent years become one of the most controversial figures in Australian education. As president since 1973 of the Australian Council for Educational Standards (ACES), she has been a strong critic of progressive trends in schools and universities.

For many on the left and in teachers' organisations she has become a target of attack. As a consequence, the champion of reaction and conservatism, while for many others she has emerged as the spokesman for common sense in an increasingly acrimonious debate.

ACES is Australia's leading conservative pressure group in education. (Professor Kramer describes herself as a "radical-conservative") It campaigns for a return to a complete return to yesterday's methods and ideals.

It was founded five years ago in Melbourne by a group of educationists and parents who were concerned by what they saw as the decay of standards in education. They wanted to ensure that the introduction of broad-based socialisation courses, a decline in basic English and mathematical skills and a movement away from assessment.

ACES is clearly influenced by similar groups in other western countries, particularly Britain, but its prime concern is to stop what it sees as the erosion of standards.

Its monthly magazine, ACES Review, has the kind of issues commonly found in British black papers—illiteracy rates, the quality of homework and what one correspondent recently called "mish-mash courses and ersatz learning". The opposition

are often seen as "progressive", "trendy" or "misguided liberals".

Professor Kramer is a formidable opponent and one who has expertly handled frequent media exposure. (She has become something of a double act, recently opposing Mr Yeo, Deputy, president of the Australian Teachers' Federation (ATF)).

For the last 10 years she has been Professor of Australian Literature at the University of Sydney and in the author of several books in her field. She is also a member of the Secondary Schools Board and the Universities Council.



Pros and cons of mixed ability teaching

## Impossible dream Morons v. brains

Sir.—The HMI's report on mixed ability teaching is doubtless of great value, especially if it stops this particular piece of foolishness from spreading too far.

Had the report not been produced, the ultimate elusiveness of mixed ability is demonstrable by a simple thought experiment. Consider a fifth form mathematics class of 28 pupils representative of the full range of ability. Of these probably two should have taken, and passed, O level at the end of the fourth year and would be working for additional mathematics. Another five would be studying for O level. Then there should be about 10 taking CSE. Among these some would be making a Mode 1 examination and the best two of these might be taking extra papers of further mathematics. The weaker CSE entrants might be taking a Mode 3 examination requiring much course work. There then remain 11 pupils requiring various degrees of remedial teaching, or at least concentrated revision and reinforcement of basic calculations.

No one teacher could possibly deal with the diverse needs of such a mixed group. Teaching to the middle of the class would necessarily be to the detriment of the best and the weakest in the class. Those who would suffer most would be the potential A level students.

Before anyone suggests that this is an argument for a unified examination at 16 say I say that it is nothing of the sort. Mathematics is perhaps an extreme example but much the same is true of other "technical" subjects, such as modern languages and the sciences. If there is to be a new examination system it must take into account the very wide differences of ability that do exist.

To return to the point about mixed-ability teaching, some smaller comprehensive schools may find themselves forced into a degree of mixed-ability work simply because of class sizes. If we may agree that any good school will try to teach each child according to his or her own needs and abilities, then the individual tuition that this seems to imply is not a practical possibility. I see an alternative if children of different ages but similar abilities could be taught together.

I would be interested to know of any school where this has been done. As for larger schools, there is little doubt that sensible setting produces the greatest benefit for the greatest number.

ALMA TONGUE,  
22 Mill Road,  
Lee-on-Solent,  
Hampshire.

Sh.—The front page headlines of the TES (July 28) present something of a paradox. We read that the DES are to urge schools to "get round the table with industry", and of "Mixed ability mistakes". The first implies the obvious, that secondary education must be concerned with educating young people for life after school, and the second report indicates that mixed ability teaching should go on but if in doubt don't.

There is little reference to why young people are taught what they are taught. Qualifications such as O and A levels in maths, physics, biology and modern languages are necessary for future employment. Therefore it makes sense if all those of a particular level in a particular discipline are taught as a group. It is not the structure that should worry us but the attitude of those who teach. If they leave a trail of young people full of pride because they are in the A group then the teachers should be re-examining what education is supposed to be about.

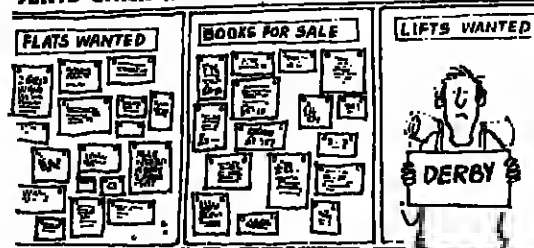
It is dangerous to change the structure which appears to have happened in 12 per cent of comprehensive schools. By changing or organizing teaching into mixed-ability groups they will change the philosophy. This aims are in danger of not being realized.

Creating comprehensive schools was a big change, and necessary steps to overcome the distasteful attitude of "morons v. brains". Yes, all now go to the same school. Surely it is not too difficult to explain to young people that they are in a particular group because they may wish to follow a particular training for that essential employment when leaving school. Mrs Williams obviously appreciates this in her urge for schools to have a close contact with industry.

One feels that the muddled and uneasy position that is going on in the state educational system is due to a confusion over the philosophy of education at the different levels. Mixed-ability teaching may be all right of first-school level and to some extent in the early years of middle school, where personalities and characters are still being formed, but whether we like it or not, the secondary level is positively close to the day they leave school and are of age to qualify for employment.

## LETTERS

DEBTS UNION NOTICES



## Bland leading the bland on corporal punishment

Sir.—Peter Newell's recent remarks on corporal punishment seemed innocent enough of the "hysteria" deprecated by Fred Jarvis (Letters, July 28), but Mr Jarvis's tendentious defence of this union's attitude should certainly not pass without comment.

First, while the NUT may not actually "advocate" corporal punishment, paragraph 4.6/6 of Discipline in Schools urges that parents be required to sign a form agreeing to their children being beaten by teachers.

Second, the document's bland assertion that "corporal punishment in schools continues to diminish" (4.6/18), is totally unfounded. No minister has ever collated the statistics which exist separately in the punishment books of all maintained schools are required to keep under Administrative Memorandum 531, although the power to do so has always existed under section 92 of the Education Act 1944.

Neither the NUT nor anyone else, therefore, have the slightest idea whether the incidence of beating is increasing or decreasing. It is interesting, however, to compare the wave of mass beatings last March (of scores upon scores of school pupils protesting about the unions' imposition of sanctions against school meal facilities) with the NUT's statement in December 1937 (sic) that "corporal punishment is rapidly disappearing from public elementary schools, and the movement will be accelerated as the size of classes in them decreases". (NUT/AEC Joint Memorandum to the President of the Board of Education, Public Record Office File No ED11/245).

Third, the "in loco parentis" notion, so predictably reiterated by Mr Jarvis, is really no more than a legal fiction whereby English courts attach to teachers, by means of an irrefutable presumption and regardless of parental wishes in the matter, the right to commit what would otherwise amount to assaults.

Discipline in Schools, speaks (4.6/22) of "a distinction between corporal punishment and physical assault", but omits to mention that insofar as schoolteachers are concerned such distinction is evidently found unnecessary and does not in fact exist, in any country in Continental Europe. In some, indeed, the distinction disappeared a century or more ago.

EDWARD BAKER,  
The House Trust,  
47a Hillside Road,  
West Hampstead, London.

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## One-choice preschool

Sir.—I have very timely in the article by Teresa Smith and Brian Hargrave ("Access to the System", July 21) would have benefits for all in which preschool provision is based. It explains the high level of planners are really planning, and that parents are really choosing.

The reality is that parents "choose" what is available, and the TUC, the Labour Party, and the thousands of parents who signed the recent petition, National Campaign for Access to Education. All of them have a right to local education authorities should be locally bound to provide places for all those children who are subject through the route of professional, logic and hardware.

Preschool Playgroups Association may be an inevitable concomitant of the fact that so many teachers in the field of computer science are in primary schools and primary schools are in the field of computer science. I would suggest that the current state of knowledge and experience

## Motes and beams

I was surprised to read the comments which my article, "Intellectual Suicide" (July 14) attracted from Mr Bessy ("Colleges and student critics", July 28).

Mr Bessy claims that I had "intellectual rigour" in questioning my own college in order to consider all colleges, which constitutes a fallacious judgement. In my article, I refer to several colleges in general, not to others of particular colleges and colleges in general. Mr Bessy would be well advised to apply some of his "intellectual rigour" to his own college, which constitutes a fallacious judgement.

FORMER STUDENT,  
(Name and address supplied)

## What about the teachers? How the mini beats the micro

Sir.—While one cannot but agree that a more uniform approach to the purchase of hardware for use in schools ("Access to the System", July 21) would have benefits for all, it is arguable that this is not the most pressing problem at present. There is a serious general shortage of graduate computer scientists, and this is reflected in the pattern of recruitment to the teaching profession.

Computer teaching in schools and the form colleges is often the responsibility of the enthusiastic teacher like myself, who has little knowledge of applications of computing techniques in management or industry, having approached the subject through the route of professional, logic and hardware.

The core of the matter is that, in order to improve the teaching of computer science in schools, the first necessity is to improve the education of those who are to teach the subject.

I would like to emphasize that the computer is not the panacea of time-table manufacture, it is merely a tool. The teacher and his team must be prepared to think, plan, think, plan and think again, just as for a manually produced solution; nevertheless the computer gives a certainty in the checking process that is unobtainable. The use of the computer as a planning tool has hardly been touched.

C. R. THACKERY,  
Principal,  
North Leamington School,  
Leamington Spa.

## Key to timetabling success

I would like to comment on the article on computers by Mr G. Balls. The National Computer Council have an enhanced version of their SPL programme which enables the timetabler to keep a constant check on the split site situation. While no complete solution to the split site problem has been produced, the SPL timetabler has enabled us to construct our timetable for a school of 2,100 pupils and 140 staff housed in four separate buildings dispersed over a distance of about 15 miles.

## Women's work . . .

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## Wrong move

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## Careers: two makes the best company

Sir.—With reference to your very provocative article ("Teachers sat for bottle with careers officers over in-service training", July 14) allow me to express the feelings of many careers officers, working in what can quite adequately be described as a harmonious relationship with careers teachers.

It is a pity that some teachers should escalate the few difficulties in the training situation into a "win-lose" dispute. If the criticism which emerged from the great debate is anything near an effective assessment of teachers, those who suggest that careers officers should remain "outside the school altogether", might do well to concentrate on basic maths, and English, and more to the point, effectively pass on this knowledge to the unfortunate pupils who are failing simple selection tests so frequently.

With regards to training, educationists should really "grow up" and not hang out to the erroneous attitude that the "teachers of the teachers" are necessarily "expert" in the role of training officers vis-à-vis vocational guidance.

Moody careers teachers and careers officers (not to detail other professionally interested persons) have gained enormously from the enormous courses organized over the auspices of the Institute of Careers Officers. In their short history of 10 years the National Association of Careers and Guidance Teachers has been represented unfortunately by a group of ambitious teachers who would postulate the theory that only teachers can train or that a teaching certificate is the panacea of all qualifications.

In his preface to *A Practical Handbook of Careers Education and Guidance* (1972) Rhy Hopton, then secretary of NACCT, said, "At the outset I should make it quite clear that as far as I am concerned, the careers profession is an expert in the field of psychology or sociology"—and quote "I view the whole subject through the eyes of an untrained but experienced careers teacher".

All this, clearly, points to the need for a more realistic view of a teacher and a careers officer blending the worlds of education and adult life through their sometimes individual, sometimes joint efforts to bring expert information advice and guidance to bear on a young person's approach to realistic decision making.

D. BURNS,  
56 Glenworth House,  
Metheringham,  
Lincolnshire.



"Ten O levels and four A levels are all very well, Mr Stebbings, but we're really looking for someone with previous travelling experience!"

## Too important for the politicians

Sir.—Teachers (in special schools) could become too defensive, says Mr R. J. Horsby, Berkshire's director of education (TES, July 14). The article is a very well-watched. They defend themselves when attacked.

Yet, what is the evidence? Their "defence" has had precious little press coverage. And as for Mr Horsby's allegation of "a closing of ranks" against Warnock, the nine organizations constituting the Joint Council for the Education of Handicapped Children have invited Mrs Mary Warnock into their midst for a one-day conference on "Stumble into a review the report and the inter-relationship of Warnock and Section 10 of the Education Act 1976."

As a means to measure defensiveness, Mr Horsby could try listening regularly to parents of handicapped children. Teachers whose working lives are spent in special schools do. Is there not just a possibility that these teachers do know something about the children they teach daily that eludes the administrators and others, and let it be said, the parents themselves on occasion?

Some of the highly intelligent, gifted, and articulate, yet handicapped adults, looking back on their schooldays, have revealed disconcerting. Well, that's been described as divine. It cannot escape notice that they themselves reflect some credit on their schools and their teachers. (And are special schools less successful that have helped to self-respect and a measure of independence mentally and multiply backed children, some from non-supporting homes, who thrive in a small, safe haven, but are all at sea if placed too early in an exposure of educational ocean?)

Yet, if the economists were as good at their job as those special school teachers (or, say, as Mrs Warnock), the community would be a better place. The community might not be in a position where convenient social arguments can be employed to hide our economic nakedness or what could turn out to be our communal callousness to the most vulnerable. And have

lost, the beauty of smallness. Every year boys and masters write, composed and signed an operative production of which was composed to a way which involved nearly every boy in the school. I find few large schools nowadays which manage to involve anything like a comparable proportion of pupils in similar creative enterprises. This is one measure of what we have lost.

JOHN HONEY,  
25 Whitwell Acres,  
High Shillcliffe, Durham.

## Exposed on the bandwagon

Sir.—I wonder if it ever occurs to the much-vaunted "professionalism" of the teachers that the great majority of them would have been in rather an exposed position?

Evidence is mounting that the entire educational bandwagon of the past 20 years has been a total disaster. The public must start to look at the evidence.

Could, wondering where to lay the blame, and where should it be laid but at the door of those "professionals" who have all along claimed to have exclusive knowledge of all the answers?

STEWART DECHART,  
Dean Farm,  
Sittingbourne,  
Kent.

The public must start to look at the evidence. Could, wondering where to lay the blame, and where should it be laid but at the door of those "professionals" who have all along claimed to have exclusive knowledge of all the answers?

## The professionals?

Sir.—On the day recently on which I read Mrs Williams's criticism of teachers who on the one hand mini-mun "professionals" and call for "professionalism", my salary slip showed a deduction of £10.62 reflecting an absence of two hours for an emergency visit to a veterinary surgeon.

It is axiomatic to say that the time lost was more than made up for in the course of the year for which I was under the impression my salary is paid.

As a deputy head who has given 15 years' service of the rote of about 60 hours a week during term time I could wish to be treated as a professional and not as an hourly paid jobbing labourer.

SYLVIA DEAVILLE,  
Whitgate Fold Cottage,  
Charnock Richard,  
Chorley, Lancashire.

As a deputy head who has given 15 years' service of the rote of about 60 hours a week during term time I could wish to be treated as a professional and not as an hourly paid jobbing labourer.

## Lost, the beauty of smallness

Mr Geoffrey Pether pays a fitting tribute ("When they were good", July 28) to the old second-modern school. May another former HMI offer a further comment?

The point which needs more emphasis is size of school. One of the best schools I ever taught in was a secondary modern school in Outer London—Surrey in the 1950s. With fewer than 200 pupils its academic standards were not set high, but the standards that were set were exacted by a staff kept stable by loyalty to a small community.

Every year boys and masters write



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## Sport



Schoolgirl swimmer Sharron Davies, formerly of Plymouth School, Plymouth, and now at Kelly College, Tavistock, achieved two striking distinctions at the Commonwealth Games in Edmonton, Alberta—she won the gold medal in the 200 metres individual medley and swam the fastest 100 metres (59.96 sec) by a British woman in the history of the sport.

## Schoolboy sailors impress experts

by Stanley Levenson

Schoolboys Stuart Rix and David Ling are two young men who could follow in the gold Olympic yachting wake of Sidney Pattison, John Macdonald-Smith, Chris Davies, Reg White and John Osborn.

Rix and Ling, representing the Norfolk Schools Sailing Association, won the Fast Handicap class of the national schools regatta at Lake Bessendeweite, Cumbria, in their 420, shortly after their victory in the national youth trials in London.

But it was the manner of their success which provoked expert enthusiasm and talk of yachting deities in the 1984 Olympic Games. One enthusiast described their seamanship as "poetry".

Rix and Ling had a clear win at Lake Bessendeweite from Mortlin Gee of Haversham, Cumbria, in a single-handed OK, and Gerry Darch and Peter Hubbard (Cheshire) in another 420.

"This championship, like the others at the regatta, was based on a series of races, but the main event, for the Mount Haes Trophy, was a one-off affair restricted to Mirror class dinghies.

The winners were Mark and Paul Stubbs (Cheshire), who had come equal second in the Mirror earlier to Philip Bowden and Richard Clark of Slough Grammar School, Warwickshire's Debbie Castle, who had paired up with Carl Eales for the other joint second place, and her brother Graham, who came equal second, Scottish, sailing Alis.

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All matches throughout the tournament were of one set; 240 boys took part in the preliminary at Dulwich College, Harewood School, St Paul's School and the Roshamby, and Harrowin Clubs.

Power, who is now in the Davis Cup squad, Andrew Jarrett, and Robin Drysdale are three of the better known senior ranked players who came through the TAPS ranks.

## People

### Schools

Mr T. McSweeney, head of St. Paul's RC Grammar School, Prestwich, says that teachers are often untrained about their role when children start improvising. Should they say out loud as possible? Should they intervene when things go wrong? How do they know things are going wrong in the first place?

One way of approaching the question is by looking at the difficulties encountered by children when they are trying to improvise, and by considering some of the means by which teachers can assist them. Children are natural dramatists, just as they are natural narrators and poets and philosophers.

Mr E. J. Laffin, head of St. Paul's RC Grammar School, Bury, says that teachers can assist them by using natural drama, just as they are natural narrators and poets and philosophers. Mr P. Bennett, deputy head of Woodhey High School, Bury, says that teachers can assist them by using natural drama, just as they are natural narrators and poets and philosophers.

### Universities

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Dr David Whitehouse, research engineer and manager at Rank Taylor Boscawen, says that teachers can assist them by using natural drama, just as they are natural narrators and poets and philosophers.

Dr Robert Skidelsky, head of the department of history, philosophy and European studies at the London Polytechnic, says that teachers can assist them by using natural drama, just as they are natural narrators and poets and philosophers.

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Improvised drama is an increasingly respected member of the school curriculum, but teachers are often untrained about their role when children start improvising. Should they say out loud as possible? Should they intervene when things go wrong? How do they know things are going wrong in the first place?

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## 13

## Take it from there

Peter Chilver pinpoints ways in which teachers can use drama to help children towards a clearer understanding of human behaviour



Peter Chilver (above) and his drama students at Lungdon School, Newham.



Photographs by Michael Abrahamson

and so recognizes the difficulty of changing a story into a play.

Let's make up a story especially for drama, because when you make a play out of a story by someone else, you have to chop and change it.

Opportunities to work in the round, to make sound-tapes, videotapes, photo-plays, films—these are some of the ways in which we can explore the potential of improvisation. We can do this without any of the equipment; we can work out a possible scenario for a film, for example, while still examining some of the people and problems of a situation.

Another difficulty follows from this awareness of the form of presentation, which is that children often have a highly developed sense of an ending. Frequently this gets in the way of their creativity and imagination. This can happen in two slightly different ways. Either they work backwards from the ending, leaving their thinking to the past, or they work forwards from the beginning, leaving their thinking to the future. In both cases, the play is not a play at all, but a rehearsal of what has already happened or what is to happen.

Children are often immensely stimulated by the material they are improvising, but limited in the various techniques or conventions which they can bring into play. Thus one group of nine-year-olds introduced their improvisation with the simple announcement:

Scene One: At School.  
Scene Two: At Home.  
Other children then started to use the same convention, working out a shaped sequence of scenes. Another group suddenly started using the idea of drama with an accompanying commentary or "voice over".

Actor 1 (as narrator) The tide carried them to an uninhabited island, and there they were awakened by the sound of birds.  
Actor 2 (yawning) Where shall we sleep tonight then?  
Actor 1 (as character) We shall have to make a hut, won't we? What do you say?  
All the groups started to devise rather more complex scenes when I talked with them about the simple device of dramatic narrative, whereby the characters of scene 1 do not appear in scene 2, but reappear in scene 3 or 4.

he spell out what he was thinking. The conversation fascinated other children, and they started using it, too.

A further difficulty has to do, oddly enough, with something usually thought of as non-dramatic—the art of discussion. A good number of children's improvisations collapse and disintegrate in a more or less spontaneous rough-and-tumble or fight. This may well be because the children literally have no experience of talking their way through situations involving any sort of disagreement or conflict.

This lack of experience is likely to extend not only to the real everyday world, but also to the world of the media. Most children watch a lot of television, and this offers them a great deal of drama and an even greater deal of melodrama.

But it presents them with very few models of people talking out their ideas, of listening to one another, of sharing their work. The teacher has to help them to build such models for themselves, through repeated opportunities to engage in informal discussion across a wide range of topics.

I think that opportunities to talk out ideas are the central part of a drama teacher's work, and it is the lack of such opportunities which most inhibits children's work in improvisation. If we ask children to divide into groups and to start discussing and improvising, we are asking them to do something that is immensely worthwhile, but also very hard. Even the most well-disposed of adults find such a task challenging and, sometimes, quite impossible.

Among the various ways in which a teacher can help the class, I would single out two.

The first is to make absolutely clear to the children the various techniques by which you wish them to work: they do not have to worry about how they will end the drama; they can re-start as often as they wish; they can change plans and change roles; they can have a go without having worked it all out beforehand.

In effect, the teacher makes it clear that the exercise is exploratory, good-natured, co-operative. Our aim is to listen to each other and see what we can do together.

The second is to help children to see that they can participate in a group's improvisation in varied but equally valid ways. They can take an acting part. They can take part in the discussion while taking a very minor role in the drama itself. They may prefer to create the drama rather than to participate in it. In this latter case they come close to the director in the cinema, or the playwright in the theatre.

Some children even act out a role in rehearsals and then hand it over to someone else when it comes to performance—not because they are shy, but because they so enjoy standing back and looking at what they have made. In this short sequence, Karen, aged nine, takes great pleasure in acting out a make-believe domestic drama, and in organizing the rest of her group to assist her:

Karen: We're just moved in. Pretend—Steve started to phone people to come to a party. Karen has started to cook for the party.  
Steve: Can I put these in the oven?  
Karen: Oh yes, darling, they're cooked already. They'll be overcooked, darling. Lisa: Come and help me change the baby's nappy, Steve. Do the washing-up later, or now. Come on, darling, and get the nappy. (Out of character:) Come and be my child. Lisa: No, I don't think I'm interested. Karen: But I've got no child. Lisa: Oh all right, then.

Karoo: (Back in character) I'm going to be very busy at home. My husband's doing the shop, and he's getting very tired. He wants a cup of coffee. (Out of character:) Stephen, call me 'cos you want a cup of coffee. Steve: What?  
Karen: You say: Can I have a cup of coffee?  
Steve: (In character) Karen! Can I have a cup of coffee then? I'm getting tired out here.

In other sessions it was Lisa who dominated, in others it was Steve. They all found situations which, especially absorbed them and in which they became the leaders.

Drama is all about human interaction. It is about what people do to one another and why they do it. Improvised drama involves us in creating together to work out different views of how people behave to one another, different views of their motivations and intentions. The teacher's role is one of helping children towards an increasingly complex and rich view of human behaviour, not only by examining what we do, but also by using as many as possible of the different techniques and conventions by which the artist dramatizes, and thus to make the skills of the artist our own.

The starting point can be a news headline, a joke, a comic strip, a sequence from *Star Trek* and *Hitch*, or a play by Shakespeare. It is the willingness to "take it from there", and literally to see how far we can take it, that marks off its educational importance.

Peter Chilver is Head of English at Lungdon School, London. His new book *Teaching Improvised Drama* was reviewed in the TES of 16 June.



# An Ulster childhood

Andrew Dall looks  
back nearly a century to his 'strict  
and primitive'  
school days in County Down

In June, 1968, I visited, for the first time, a modern infant school. I was taken round by my daughter, the deputy head, and spent the afternoon there. What I saw gave me the greatest shock of my long life, and moved me to write down some recollections of my own infant school days, before people forget what drastic changes have taken place in the life-span of only one person.

I was born in July, 1885, in Ulster, in the County Down, near Belfast, of Scottish and English parents, my father having moved there as a marine engineer. He had, by means of evening classes, and long hours of night-study, worked up from leaving school at 12, through a rough workshop apprenticeship, to a minor administrative job, by the time I was born. My mother came from a simple middle-class family, in trade, in Whitby.

Queen Victoria still had 15 years of her reign to run. The peace and quietness of those days had to be experienced to be realized today. We had a Vicar, or Lord Lieutenant, who lived in Dublin, and governed the whole of Ireland for the Queen. He had an army of redcoats with pipe-clayed belts and fuchias, who drifted in our local park on May 24, the Queen's birthday. At school we were given a whole day's holiday.

I lived with my parents in a house in a long, straight, semi-circular road, a "made" road which stopped not far from our house, and continued as an unsurfaced country lane, with hedges and trees on both sides. There were no footpaths or sidewalks, and if one stood in the middle of the road, outside our house, it covered in the distance to a point between the trees, a distance of about two miles away. At this point of convergence the school stood.

I had to walk this distance, from four-and-a-half years of age, twice a day, rain or shine, winter and summer, on my own. There was no kind of conveyance, except an occasional country cart. If it rained, and it does in Ireland, I got wet and remained wet in school, until my boots and socks dried on me. We thought nothing of it, as it was a normal condition of life. Everyone was alike, including the teachers.

My parents were not poor, but quite comfortably placed, but we all started our school life in the same way. The school was an Irish Board National School, controlled by the British educational authorities in Dublin. The building was like a mine barn built in brick; one storey, four walls, and a slate, V-shaped roof. It was about 120ft long and 30ft wide; just one single room obtruding on to the road, and the road was the playground.

The narrow ends of the building were blank walls, and the long sides had glazed windows, starting at about six feet from the ground. The narrow end nearest the road had the entrance door, which was boxed round to form a porch. This porch formed a narrow recess, in which we all hung our wet coats and caps. There were some 100 odd all told, including the staff, and the clothes of everyone went there.

Inside, about three feet from the entrance, was a large coke stove, very funny, with an iron funnel up through the roof, to get out some heat at the door end of the school, but the other end of the building was always freezing.

On cold winter mornings, after we had assembled, we were made into lines, boys and girls together, and made to march swiftly round and round the room to the music played by the piano on the plat-

form. This would get faster and faster and end up in a helter-skelter, but afterwards we were all nice and warm, and the dust was so thick we could hardly see.

At the far end of the room there was a raised platform, about 18 inches high, on which there was the headmaster's table and office, and all the paraphernalia for running the school. He had no privacy, and the piano was there on the platform, right next to him.

It was on this platform that any punishment, meted out to the boys, was executed in full view of the whole school. The girls were never punished physically; how they were dealt with, I never could find out. In the middle of the space, from the platform to the coke stove, were rows of desk-forms, 10 feet long and spaced so that a teacher could walk along behind the seated children.

This left the sides of the building empty; in these spaces, down each of the side walls, stood semi-circles of children,

round a teacher. The class lessons lasted half an hour, and at the ringing of a bell, from the platform, the standing children changed to the seats on the desks-forms, and the seated children took their turn to stand in semi-circles.

The staff comprised a headmaster and several female teachers, some elderly, some young. The headmaster's name was Isaac Harvey, and of the teachers I remember Miss Moore, Miss Althen, Miss Patterson, Miss Stafford, Miss Shaw, and Miss Findley. There were others, but I have forgotten their names. There were sometimes seven, sometimes eight classes, boys and girls mixed.

There were no screens or divisions between classes; we were all together in the one big room. The subjects taught were the usual elementary stuff, given by the blackboard, by endless repetition, and by singing doggerel memory tags. The singing, of course, could be heard all over the room—and outside too—but it made

no difference to the teaching going on the rest of the school.

We went in at 9 am and finished at 12.30 pm; the rest of the day was our own. There was a half-hour break into the road, to eat our "pieces" school meals in those days. These lived nearby went home for a dinner.

As the road was our playground, boys played noisy, rough games, and girls gathered further away, in a back garden, skipping and watching our play from a distance; we never went outside school. I remember, very vividly, during my first week, I was struck by the ankle by a large sharp stone, thrown by someone, which so hurt and pained my foot that I could not stand. I went to cry. One of the older girls ran over, picked me up and attended to it and comforted me. When the pain had stopped, I was able to walk about on it, she was



THE IRISH BOARD SCHOOLS

Mary Evans, 1900

# Changing places

Gwen Wratten, a village primary school head,  
and Christopher Schenk, a university  
lecturer, recently swapped jobs for a week:  
These are the diaries they kept.

Christopher Schenk is in charge of the one-year postgraduate course for students training to be primary teachers. He took his 17 students on a visit to Oxfordshire schools. Gwen Wratten went back to Liverpool with the students, leaving Christopher Schenk to teach the junior class in her small two-teacher school. The week began with a Bank holiday, giving both participants time to get to know their new surroundings.

## Liverpool Diary

Tuesday. Unreality overwhelmed me as the university mini-bus carried me through Liverpool 8, so familiar 30 years ago and never since visited, to the School of Education. By the time I had arrived, pleasure and excitement were breaking through. I revelled in temporarily leaving school and children, to stand back a little and distil theory from my experience.

In one way or another, the students and I worked on our experiences of teaching; all day. A main part of my brief was to get them talking. The stimulating, shared first-hand experiences of the visit to Oxfordshire schools worked. They talked excitedly, incessantly, questioning, criticising, appreciating shrewdly and fearlessly, forcing me to think through the reasons why I came back to hall in a downpour that ought to have been depressing, but only emphasized my exhilaration at the intellectual stimulation.

Wednesday. This morning most were at general lectures, and I was available for individual meetings. Very important was whether a promising student, who normally wears earrings and a cord jacket, should hide his personality in a borrowed suit to increase his chances of securing a job. He reached a compromise decision, to remove the earrings and get the jacket cleaned.

In the afternoon we worked on the difficult business of classroom control. After an hour and a half of problems, followed by a tea-break, we rounded off with one teaching practice success story each. All but one of the reminiscences concerned the passing of learning initiative from the teacher to the children. This is a discerning group.

Thursday. This was a day of role play and case histories. The discussion ranged widely, touching on social and political issues, and matters relating to teachers' unions, techniques of observation, parental involvement, ancillary and auxiliary services, roles of the teacher and many others that I have already forgotten.

One of the things I reflect on, coming in tonight, is how relaxed and energetic I feel. I know it is the stimulation of working with lively adults on real experience, of having only one straightforward part of Christopher's job to do and being able to do it without interruption.

Friday. I discovered that my train left Lime Street at 3.20 pm. I asked permission to leave at 2.50 pm, the time when we had promised a minute of prayerful, supporting silence for the student of the cord jacket at his interview. Success of any member of the group would keep hope alive for the others.

There was enthusiasm for an early start to the weekend; but when I left no one accompanied me. Bright eager voices talked on compulsively. Maybe they are talking still as my train draws into Oxford 1?

## Blodion Diary

Tuesday. I'd quite forgotten that teaching juniors is so tiring. As I look through the register after school I find to my shame that I can't put a face to every name. It's getting to know them that is the tiring bit.

I find myself attempting to establish control at the same time as building relationships, and trying to engender enthusiasm for the topic I've introduced. As well as all this I'm anxious not to let anyone get away with second best, but I don't yet know what to expect from each child. None of which was helped by three very wet playtimes.

I am beginning to appreciate the trials of a teaching head. After a bubbly morning with children working individually, and a lunch time spent signing a spate of astonishingly trivial forms, I managed to settle the children down to some quiet work when a builder arrives to discuss alterations to be made to the school. I leave the room to talk to him, and bang goes the quiet working atmosphere.

Wednesday. Having often extolled to my students the virtues of using the immediate environment, I felt obliged to practise what I preach, and yesterday I started the children on work connected with one of the trees in the school yard. Today, much to my relief, is fine and the children work well inside and outside the school.

The buildings present certain problems. There are three working areas, each too small to accommodate the whole class without congestion, so with some children outside as well, I try to be in four places at once.

After break we go by coach to a swimming pool. An instructor takes the swimmers while I get in the pool with the non-swimmers. This gives me a valuable chance to get to know a few more individuals and (perhaps more important) it gives them a chance to get to know me. By the afternoon it is really warm. The part-time teacher is coming, so we decide to take the children together into the park to sketch trees.

Thursday. By this time I am beginning to sort out in my mind this incredibly diverse class of 30 individuals, with widely differing ages, backgrounds, temperaments, abilities and interests. The part-time teacher is here for the whole day, so I take out a group of eight children who would particularly benefit from more individual attention.

One of them noticed a tree in the park yesterday that looked like a monster. We use this as a starting point for a story, which is developed into a play with musical accompaniments. At the end of the afternoon this is just about ready to show to the infants, who prove to be a suitable, receptive and uncritical audience.

Friday. Another rainy day in which a number of things are nearly finished off, including me. I begin to hope, possibly for my students on teaching practice. Taking over a going concern inheriting someone else's rituals and standards is quite different from organizing a new class into your own ways in September. I shall return to Liverpool next week full of anecdotes and humility.

Gwen Wratten is head of Blodion Primary School, Oxfordshire. Christopher Schenk is lecturer in primary education, University of Liverpool.

back to the huddle of girls. I remember her very well, but not her name.

The teachers were there to teach. They were not concerned about our health, and nor were we; our teeth or feet were not examined, and there were no doctors interested in us. Nor were they concerned with feeding us or supplying us with free books; all these aspects of our welfare were considered the responsibility of our parents, who expected the teachers to teach, and nothing else.

If our shoes got wet, they dried on us; if we had colds, no one cared. We were taught the hard way. The teachers were strict, but not unkind, and had no favourites. They kept order and discipline in their classes by their own personalities. During their teaching they did not seem to be bothered by the headmaster. If a boy required correction, he was sent to the platform, where the headmaster caned him on the hand, without consulting the teacher. He used a little switch, and gave one or two strokes on each hand.

We did not like Miss Stafford very much, she was too hard, and there was no love in her; but we did well in her class. I liked Miss Patterson the best, as she was always cheerful and kind even though she was strict. One day when it was time to go home, the rain and wind were very bad, so she lent me an umbrella. I had never handled an umbrella on my own before, and when I had gone a short way, it blew inside out. I arrived home soaked through, and terrified to be presenting the tangled wreck to my mother.

I have no recollection of learning to read, either at home or at school, but I remember learning to write. I can still see Miss Shaw holding my hand and showing me how to shape the letters. She showed me how to hold and use an ink pen, and copy the script in a Vase Foster copy book.

These copy books were provided by Dublin education authority. We had slate pencils, and slates were handed out at the beginning of each day. To clean them, we spit on them and rubbed them clean with the palms of our hands.

We learnt to spell by chanting two, three, or four-letter words, until they were firmly fixed in our minds. We learnt addition and tables likewise. Reading followed naturally, by finding each word in our reading books, as our teacher read the simple stories very, very slowly to us. She put us on, individually, to more difficult books, as we accumulated enough words in our memories.

The teachers must have been very patient and gentle people, as their classes had clever ones and very dull ones in them. The clever ones forged ahead, and the dull ones lagged behind; but as each teacher had only a few pupils, she was able to give ample time to the dull ones.

We all managed to get into the next class at the end of the year, when the yearly examinations were held. These consisted of a separate verbal examination of each child by a very fearsome inspector sent up from Dublin.

We all had to boys' on our best clothes that day. Our hands and faces had to be cleaned and polished. I remember marching the others along up on to the platform, but have no recollection of my own ordeal, except that I got through it advanced with the rest. Our own parents' teacher stood by us and helped us through.

During our "lunch" break at 12.30, we went outside to eat and play—there was practically no traffic on the long main road, and what there was, was very few bicycles, and those were very elementary with solid tyres. We called them "boneshakers". I remember my father trying to ride a Penny Farthing, but poor results! About this time a Mr. Duggan invented the pneumatic tyre. The boys' ones were enormous, and caused great excitement, wonder and also much misery.

The traffic did not interrupt our games; we were playing marbles, and just stood while it passed, and resumed play. We could see any traffic coming for a long time before it reached us. Sanitary arrangements at the school were somewhat primitive. There was no water supply inside the building, no drinking water or water for washing. The word "toilet" had quite another meaning in those days, and had to do with ladies' hairdressing, and things feminine. Using the present-day connotation, there were

none! What the girls did, I never knew, and though curious, I never found out; although boys and girls were mixed in the classes, they were strictly segregated outside the building.

On the outside of the left hand wall of the school, at the far end, there was an enclosure like a back yard, paved and half-roofed, about eight feet square, and connected by a long passage to the road. There was an opening into this yard, from the passage, but no door. Under the half-roof, on the stone floor, was a gutter. The boys' performance of nature's major calls had to emulate the caves in the bye, while the minor calls took place anywhere outside in the fields or roadsides.

There was no privacy and no running water or toilet paper. During the hot summers, this place was very unpleasant and to be avoided as much as possible; even in winters too. Those boys who could "hang on" until they reached home were fortunate. Any accident in school was frowned on, and sometimes punished.

The boys were all very pleasant. In spite of the strictness and primitive conditions, we were all very happy. As far as I remember there was never any trouble, and I never disliked going to school, or even the long two-mile walk. I was at the school for seven years, and remember Queen Victoria's Diamond Jubilee in 1897, when there was a lot of fuss and jollifications.

We had no school uniform or colours or blazers. Our parents dressed us as they deemed sensible. Some were clean and neat and their parents had plenty of money; some were poor and not so clean, but our parents helped each other. It was the fashion for little girls to have cropped hair like the boys, and they wore "pinafores" over their clothes, like Lucy in Mrs Tiggy-Winkle by Beatrix Potter. Some girls wore caps like the boys, too.

If you want to know what my home and parents were like, you have only to read *The Forsyte Saga*, or see the television series. All my early days were spent in this era, and my mother was dressed like Aunt Hester, wore a bustle, and held her skirts up off the ground when she walked. She even had a tea-service like Aunt Hester's.

It was my mother who took me, that late September morning, in 1889, when the road was covered with autumn leaves, to this little Irish school. The reason why I went at four-and-a-half, I discovered later, was that my little sister was due to arrive that November.

We walked, my mother and I, on that very first morning, me holding her hand, along that long, long, two-mile country road, ankle-deep in fallen leaves, but I can remember the walk vaguely, but I can remember finding a ripe apple outside Mr McCausland's orchard.

I have no recollections of any more of that first day, except towards the end, when the headmaster was holding up sweets and other things impounded during the day. He was asking the ownership. He came to a half-eaten apple, and I stood up and claimed it; but he had his doubts and wouldn't let me have it.

All our school books were written with a great Irish bias, and chapter headings and illuminated capitals were taken from the great Book of Kells. All the poems and stories were by Irish writers and authors. Our geography and history lessons were all about Ireland, too.

Strange to relate, we had no religious instruction at all, for any form of religious worship. I don't know why; maybe it was thought to belong to the province of the church and the parents (I think they were right), but for the seven years that I was there we had none.

I went up the school, class by class, until I reached the top, and then, at about 11 or 12, I was taken away and sent to one of the famous old Belfast Colleges, "Mathew" College, a large, remarkable old building, in many acres of grounds. I began to study under masters in copes and gowns. We learnt Latin and Greek, and all the usual classical stuff of those days which comprised education.

I was only there for a year. Then we returned to England, and I finished my schooling in Merchant Taylors in Crosby. But I shall never forget my infant and primary school in Ulster.

Andrew Dall died in 1972.



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# Silk, satin, muslin, rags...

All art colleges have degree shows: those concerned with fashion are often spectacular. Betty Tadman has been visiting some of the major ones to be seen in London



Off-beat panache—by Marjukka Pärö, of Harrow School of Art.

There was a time when art colleges creamed off most of the artistic talent in Britain. They trained it and sold gaudy to it four years later; most of it was ploughed back into teaching, with a little finding a place in industry and the rest drifting into other spheres. The results of this dead-end wastage were visible in the appalling designs of the fifties when all that was chic and stylish came from Paris and Elle was the magazine with the new ideas. The position now is completely the reverse. There is no city in the world offering a greater abundance of reasonably priced and attractive clothes.

After the Royal College of Art, under the regime of Professor Joney Ironside, had turned out a generation of internationally famous designers many other colleges followed suit, with manufacturers flocking to their textile and fashion shows to spot talent. The young designers whose training is now geared to realities of the rag-trade are thus in touch with prospective employers and their standards continue to soar.

My first visit was to the fashion show at St Martin's which began in the familiar razzle-dazzle style: theatrical packaging is always a notable aspect of such occasions. Lovely models stalked the catwalk in feisty, punk, futuristic, exquisite original, kitsch, and elegant, eminently wearable clothes. Basic, well-shouldered jackets looked delightful on the cross young substars who presented them here though they would presumably create space problems in cinemas or wardrobes. Several students showed clothes incorporating their own textile designs. The last shapes printed on mid-1980s dresses were repeated at the end of swirling silk shawls, while Linda Clarke's grey velvet cloak was decorated with printed silk inserts.

On, then, to the show from Middlesex Polytechnic which got off to an electrifying count-down blast-off start. A group of second-year students had been asked to design clothes for a band of travelling players and the result was a succession of wild extravagance of colour, shape, and patterning, with much that was highly original. One of these students did wonders with the apparently unpromising materials of socking and scrim. The third year collections seemed tame by comparison but when the eye became accustomed to fashion rather than theatre their work, too, became a delight. (There is, incidentally, little tie-up at this college between the fashion and the textile departments. Only one enterprising third-year student made up some of her own prints and the result was well worth the trouble.)

On, next, to Harrow School of Art's fashion show where both departments work closely together: textiles are, after all, the raw material of fashion. Here the original prints related perfectly to the garments. Harrow, in common with several other colleges, have close ties with Liberty's, Laura Ashley, Sago Mill, Walls, and other potential freelance employers, all of which firms set projects and supply the necessary materials. Harrow students regularly carry off most of the industry's glittering prizes, and their show included collections of clothes designed for these firms. It would be unfair to single out any particular piece of work as the standard was uniformly so high, but one first-year student, Marjukka Pärö, produced designs combining her own prints, hand-knitted accessories, and embroidered woolsens with immense style and panache. It is no surprise to learn that all the Harrow students have either found creative jobs in industry or else are going on to Royal College (though it is hard to see why, as their work is already of such a high standard).

Textile degree shows may be more tranquil affairs but they can be just as impressive.

First stop, Cumberwell School of Art, where we have come to expect the highest standards: this year did not disappoint.

Twenty-six students exhibited a display of designs and fabrics for oriented, woven, and knitted textiles which showed that here, in spite of exploration it was welded to the most advanced techniques. Cumberwell, too, developed a close liaison with the relevant industries.

Goldsmiths, in contrast, seemed not to have used their textile facilities to the full, concentrating instead on stitching, dyeing and wrapping fabric into fine on structure. The trouble with this is that these students will find themselves having to compete with printers as they struggle for recognition and, more prosaically, for gallery space.

The women and printed textiles at Lee Smev were of a high quality, perhaps the most interesting being the work of a student who had researched into the new technique of transfer printing on to synthetic fabrics. This method is usually married to the other, but here it was used to great effect.

Winchester mounted an exhilarating exhibition. Perhaps precisely because it prepares its students for entry into the higher end of the design market, its textile work radiated both a strong feeling of individuality and keen technical expertise. (Graduates include Julia Astrow, (exquisite lace garments) and to Allison Lees, who managed to elevate man-made fibres to a level quite out of the ordinary.)

June, 1979, may be a long way off, but for anyone interested in this aspect of art education it is a month to look forward to. Professional considerations aside, there is a real sense of excitement and opportunity in the service of Aladdin's cave—and they are all free.

17 Books

## Celts, Gauls, Romans

Now is the season of summer content, when thousands of willing hands wield spades and push wheelbarrows on archaeological digs all over Western Europe. Ian Caruana looks at some new additions to the campfire reading

The traditional task of the archaeologist has been to excavate the places where men in the past lived and were buried. The emphasis has usually been on recovering buildings or site plans and artifacts, particularly pottery. When the study of the material evidence was taken beyond the confines of a single site, it quickly was generalized pictures of early societies emerged. The process of comparison could be further extended to view the process of transmission and development of various cultural traits within and beyond their own societies.

It was, therefore, no great advance to look even wider at the whole of man's natural environment. The step was inevitable for the student of the prehistoric but not much less so for those interested in later pre-history. Nowadays the archaeologist of historic periods is no less eager to make the most of his chances of reconstructing details of the environment, both natural and man-modified, from biological and geological evidence.

While the potential contributions to archaeological knowledge from the environmental sciences are fully acknowledged, it is unfortunately the case that few archaeologists are in a position to master these sciences for themselves. There are, naturally, specialists who do the analytical work but it is still important that archaeologists know something about the techniques available for the recovery of environmental data so that they know when to call in the specialist. Equally, they and anyone else interested in archaeology in even a general way, should know enough to judge the success and the limitations of the specialists' reports.

John G. Evans's *An Introduction to Environmental Archaeology* (Elek £5.95 and £2.95) goes a long way towards fulfilling these needs, and is a fine introductory textbook for students of the environmental sciences who may one day be our specialists. The style, however, is unnecessarily terse and too much information is conveyed in lists. The author's last book, *The Environment of Early Man in the British Isles*, in some ways covered similar ground, but was more episodic and historically directed, yet it was written in fluent prose. The present book is more complete, but not very readable.

The bibliography directs the reader to the fundamental works in each section, and there is a detailed system of cross-referencing.

Named by the Arabs after the biblical hero Nimrod, the ancient city of Nimrud has yielded up fascinating artifacts for later generations to ponder. This little book is one of the treasures discovered by Sir Max Mallowan in his book *The Nimrud Ivories* (Colnaghe Books £5.00, 0 7141 8000 91).

It is not surprising that in his own times Pompey's military reputation was as high as Caesar's. He was a humane general of considerable ability and noted for his care of his men. In terms of achievement, Pompey was a conqueror, and he was also more obviously for the benefit of Rome—eliminating pirates and rebels as well as expanding the empire. And as John Leach says in his book *Pompey the Great* (Croom Helm £6.50) it was Pompey rather than Caesar who more directly foreshadowed the putative of imperial development that Augustus finally established.

It is surprising to see that this is the first modern biography of Pompey in English. At times it reads rather like an extension of Plutarch; the form is quite severely traditional. The author is well aware of the diverse approaches to late Republican history but is content with the simple narrative of straight biography.

There is in the field of medieval studies a peculiarly silly dispute between some historians and archaeologists about their relative contributions to our understanding of medieval life. Colin Platt's *Medieval England* (Routledge and Kegan Paul £8.50) will, with luck, silence the squabbling.

The author is an historian and an archaeologist (the vast extensive involvement in excavations in Syria and Iraq) and is well acquainted with both types of material. The book is an extraordinary blend of the two types of evidence. Essentially it can be considered as history written on the basis of archaeological discoveries. It should succeed in adding (or confirming) a new dimension to our view of the Middle Ages.

Sin, Moon and Standing Stones, by John Edwin Wood (Oxford University Press £6.95) lies within the realm of the popular, as does *Archaeology*, by John H. Williams. It is unfortunately a realm where most archaeologists fear to tread. Probably in inverse proportion to their caution is the propensity of the ill-informed and the charlatans to make their contributions. The pedigree of the book is established by its publishers and by the qualifications of the author who is a scientist and member of the Royal Archaeological Institute. It covers what is, for the non-scientist, a complicated subject, but it should prove a useful aid to allow us to catch up with the state of research.

For those who have read all these books and want to see something in the field for themselves, the Faber archaeological guides are unequalled. They impart the relevant information for visiting sites and they emphasize the more important aspects of the sites by the use of plans and photographs. Everything included in them is useful; there are none of the prolonged descriptions of local colour in purple prose which ruin many guides.

The guide to Wales by Christopher Houliher (Penguin £2.25) has been available in hard covers for a number of years and appears now, with corrections, for the first time in paperback.

The Walls of Rome in Mulenon Todd's book (Elek, £5.95 and £4.25) are those of Aurelian c. 270 AD and their modifications by Maxentius, Honorius and Belisarius. A brief summary of the early ages and the Servian Walls precedes the main discussion. A final chapter puts the Aurelian Walls into a context of early town walls of various places of the Roman empire and also relates them to contemporary developments in the changing art of fortification.

The exposition of the construction detail and history of the walls is clear and concise. As a summary of Ian Richmond's major work of 1930 on the walls it is quite adequate and in so far as Richmond's book is not now readily available it makes his material more accessible. It does tend, though, to oversimplify the complexities of the comparative evidence and underemphasizes the inadequacies of our knowledge of the defended towns of the late Empire.

Both these volumes are in a new series devoted to "key archaeological sites... in need of reappraisal". However, the texts of both are very sparse. Greater length and more substantial content could have enhanced their utility. It is difficult to see any significant degree of reappraisal in either book.

It cannot have been easy to create a full-length book out of such a short-lived and ill-recorded event as the Boudican revolt. The solution to the problem in Graham Webster's *Boudica* (Batsford, £6.50) has been to emphasize the pre-history of the revolt. Both historical and archaeological sources are given full weight, but not even such a skilled practitioner in both disciplines as Graham Webster could integrate them entirely satisfactorily.

The story inevitably rests heavily on Tacitus, and sometimes I felt that the author trusted Tacitus rather too much. He also commits himself to a number of odd statements and unnecessary mistakes which mar the book. It would not perhaps be too unfair to say that the author has written this book several times already with different ideas. None the less, for all its drawbacks this is a good readable narrative of a perennially interesting topic.

Pompey figures large in the troubles that beset the last century of the Roman Republic but he tends to be overshadowed by his younger contemporary, Caesar. It is not widely realized that in his own times Pompey's military reputation was as high as Caesar's. He was a humane general of considerable ability and noted for his care of his men. In terms of achievement, Pompey was a conqueror, and he was also more obviously for the benefit of Rome—eliminating pirates and rebels as well as expanding the empire. And as John Leach says in his book *Pompey the Great* (Croom Helm £6.50) it was Pompey rather than Caesar who more directly foreshadowed the putative of imperial development that Augustus finally established.

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Sin, Moon and Standing Stones, by John Edwin Wood (Oxford University Press £6.95) lies within the realm of the popular, as does *Archaeology*, by John H. Williams. It is unfortunately a realm where most archaeologists fear to tread. Probably in inverse proportion to their caution is the propensity of the ill-informed and the charlatans to make their contributions. The pedigree of the book is established by its publishers and by the qualifications of the author who is a scientist and member of the Royal Archaeological Institute. It covers what is, for the non-scientist, a complicated subject, but it should prove a useful aid to allow us to catch up with the state of research.

For those who have read all these books and want to see something in the field for themselves, the Faber archaeological guides are unequalled. They impart the relevant information for visiting sites and they emphasize the more important aspects of the sites by the use of plans and photographs. Everything included in them is useful; there are none of the prolonged descriptions of local colour in purple prose which ruin many guides.

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The exposition of the construction detail and history of the walls is clear and concise. As a summary of Ian Richmond's major work of 1930 on the walls it is quite adequate and in so far as Richmond's book is not now readily available it makes his material more accessible. It does tend, though, to oversimplify the complexities of the comparative evidence and underemphasizes the inadequacies of our knowledge of the defended towns of the late Empire.

Both these volumes are in a new series devoted to "key archaeological sites... in need of reappraisal". However, the texts of both are very sparse. Greater length and more substantial content could have enhanced their utility. It is difficult to see any significant degree of reappraisal in either book.

It cannot have been easy to create a full-length book out of such a short-lived and ill-recorded event as the Boudican revolt. The solution to the problem in Graham Webster's *Boudica* (Batsford, £6.50) has been to emphasize the pre-history of the revolt. Both historical and archaeological sources are given full weight, but not even such a skilled practitioner in both disciplines as Graham Webster could integrate them entirely satisfactorily.

The story inevitably rests heavily on Tacitus, and sometimes I felt that the author trusted Tacitus rather too much. He also commits himself to a number of odd statements and unnecessary mistakes which mar the book. It would not perhaps be too unfair to say that the author has written this book several times already with different ideas. None the less, for all its drawbacks this is a good readable narrative of a perennially interesting topic.

Pompey figures large in the troubles that beset the last century of the Roman Republic but he tends to be overshadowed by his younger contemporary, Caesar. It is not widely realized that in his own times Pompey's military reputation was as high as Caesar's. He was a humane general of considerable ability and noted for his care of his men. In terms of achievement, Pompey was a conqueror, and he was also more obviously for the benefit of Rome—eliminating pirates and rebels as well as expanding the empire. And as John Leach says in his book *Pompey the Great* (Croom Helm £6.50) it was Pompey rather than Caesar who more directly foreshadowed the putative of imperial development that Augustus finally established.

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## Help me, ho!

Lois Potter on Macbeth

The Macbeth of Macbeth. By Marvin Rosenberg. University of California Press £17.50, 0 520 03262 4

Books on the staging of Shakespeare, like school trips to Stratford, assume that performance is bound to illuminate the plays. In practice, it often seems to trivialize them instead. For the giggling school party, the highlight of Macbeth may be the moment when the hero's sword sticks in the scabbard. Similarly, readers of Marvin Rosenberg's massive study of *Macbeth* in the theatre may be most struck by its oddest bits of information: for instance, the RSC rehearsal joke about the Chinese servant who is addressed by Lady Macbeth ("Help me, ho!").

Not even this sort of fact has the value it is sometimes given. It is not the value of the historical, or the critical, or the literary, or the theatrical, or the stage history, but better than all these, the value of the text itself. It is the value of the text itself, the value of the text itself, the value of the text itself. It is the value of the text itself, the value of the text itself, the value of the text itself.

It is to be said that, on Macbeth's first night, the ghost of Banquo, one actor drew his dagger and moved forward, while another, behind Lady Macbeth and a third, behind her, hid his own behind his back. It is to be said that, on Macbeth's first night, the ghost of Banquo, one actor drew his dagger and moved forward, while another, behind Lady Macbeth and a third, behind her, hid his own behind his back.

Absolutely, in this field, you will not find a more complete and up-to-date study of *Macbeth* in the theatre. It is a book that every student of Shakespeare should read. It is a book that every student of Shakespeare should read.

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## Celebrating cerebration

Brian Alderson on the London Library

The London Library. Edited by Milton Glendon. The Bodley Press/Adam Press. £3.50, 0 85115 098 5

The London Library was founded in 1840 at the dramatic insistence of Carlyle. A Public Library for London was "a thing scandalously wanted" he had declared while working on his *Cromwell*; and, with a letter of urgent recommendation, he proceeded to organize the remedy. Newspaper editors were "not a blow" he said, "the great body of the people" of the West End Press. Supporters were found up—men like Monckton Milnes "not indisposed to act but in need of lighting". An engaged President was sought—"any Lord will do it" all depends upon the gunners' fire.

Agitate! Agitate! Agitate! he cried, with all the vehemence of a modern politician, concluding on his differentials. For once Progress achieved spectacular success. The Subscription Library, to be set up in the basement of the Travellers' Club, and within five years it was a fully-going concern at its present premises. To St. James's Square it was moved, and the building was bought for the Library. The London Library was founded in 1840 at the dramatic insistence of Carlyle.

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detective story, the unreliable electrical apparatus, and even the comfort of the old Lodges' Lavatory—whose installation seems to be an early, unsung victory for Women's Lib.

As a Festschrift the *London Library* is a book to be read, rather than a book to be used. It is a book to be read, rather than a book to be used. It is a book to be read, rather than a book to be used.

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## Towards compulsion

Norman Evans

The Making of the Education System 1851-81. By Donald K. Jones. Heinemann and Kegan Paul £3.95, 0 435 270 70 7

Teachers and administrators who have worked in schools, universities, polytechnics and colleges in the last quarter-century know the name of the education service as a system of compulsion. It is a system of compulsion, it is a system of compulsion, it is a system of compulsion.

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Named by the Arabs after the biblical hero Nimrod, the ancient city of Nimrud has yielded up fascinating artifacts for later generations to ponder. This little book is one of the treasures discovered by Sir Max Mallowan in his book *The Nimrud Ivories* (Colnaghe Books £5.00, 0 7141 8000 91).

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## Revised Advanced Mathematics Book 3

THE SCHOOL MATHEMATICS PROJECT

This final book in the Revised Advanced Mathematics series brings the three books together and provides, by way of revision exercises, for final preparation for the A-level examination. There is substantial work on calculus, probability and statistics, and complex numbers. It has been assumed that electronic calculators are in common use in sixth forms, and they are used to reduce the burden of numerical calculation wherever it seems appropriate.

Cambridge University Press

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## Active and passive

Donald Haynes

## Andrew Currie

A First Book of English Law. By O. Hood Phillips and A. H. Hunkan (seventh edition). Sweet and Maxwell £5.25. 0421 23030 4. £7.50. 23040 1.  
 Success in Law. By Richard Bruce. John Murray £2.50. 7195 3450 X.  
 Family Law and Social Policy. By John Eckelaar. Weldenfeld and Nicolson, £7.50. 0 297 77408 5.  
 Landlord and Tenant. By Michael Barker. Wildwood House. £4.95. 7045 0264 X.

The character of English law is such that no one is likely to make much sense of it unless he has some knowledge of how it grew. A *First Book of English Law* is a well tried introduction which not only does that but also gives a sufficient introduction to the machinery of justice and to the broad principles of private law to prevent subsequent and more detailed study becoming too fragmented. In the seven years since the last edition, entry to the Com-

man Market Law added to the sources of our law: procedure and substantive law have been modified by statute; and the current work for committees and commissions is mentioned.

The claims for *Success in Law* are remarkably widespread, and although it must be supplemented for some purposes, it is a lively, readable production. It deals with the English legal system, the courts, and some aspects of crime; it intro-

In this case the family—and so it deals with marriage, divorce and children. The main emphasis is on the English legal system but attention is devoted to other societies.

The volume is a useful addition to the library as much of social workers in the broad sense of us: lawyers, the salutary reminder that the law exists to serve people as members of society even though it means control over nature.

duces the law of contract, and several of the torts usually studied: but some of the suggested reading will doubt the generosity of readers who have been attracted to the book. However, it will appeal to OXN students who have found other titles in this series helpful. The inclusion of sample questions makes the whole especially useful to independent students.

Like its companions in the valuable Law in Context series, *Medical Law* is a book in a series of text. Its concern is the social context within which the law operates.

So long as it is realized that *Landlord and Tenant* is not a textbook, and that it is biased in favour of the tenant, this can be a useful guide in the solution of the problems facing the would-be law holder. It is a book to be read in general education of those who are prepared to recognize that the legal relationship between landlord and tenant is not only highly technical but also dynamic. But where it comes to a dispute cannot record the legal precedents, then readers will be disappointed. It is a book to be read to be able to talk intelligently, however, or otherwise, is essential.

## Coalesce!

## Martin Fagg

**Coalitions in British Politics.** Edited by David Butler  
Macmillan £7.95. 333 23566 5. 333 24081 2.

Phrases evolve with the situations that need them. Long familiar with the agonies of "bung fables," we are now assured on every side of the possibility (some would say probability) of the next dictator's generating a "hung Parliament." This and the various permutations of party-combination necessary to form a workable new administration provide endless, fabulous for political correspondents scratching around for the wherewithal to stuff their weekly columns.

Most of this speculation is totally offorded by this timely symposium edited by Britain's most seasoned psephologist. He has assembled powerful and efficient team Robert Blake covers the period

1924-1932; Kenneth O. Morgan in the years 1902-1924; David Marquand 1924-1932; A. J. P. Taylor 1932-1945; while David Butler himself brings us up to date (or, at least, 1977) besides furnishing a final summary.

## Oft-told tale

## Tom Corfe

## Microbiogs

**Kings, Rulers and Statesmen,**  
Compiled and Edited by Edward  
W. Egan, Constance B. Hinz and  
L. F. Wise.  
Oak Tree Press, Distributed by

Ward Lock £10.00; 0 8069 0051 2

Not even the most ostensible  
objective book can escape sym

[illegible]

measures of subjective bias or implicit political interpretation. Thus, when one reads in this new revised and updated edition of what is undoubtedly the most complete listing of the earth's persecuted ever compiled that Mussolini was "murdered, 1945" whereas "Imperial Navy was executed 1958" or that "a few feet, especially in view of the fact that the latter was the latter's betrayal into the hands of the two terms could be reversed without injustice" either party.

However, this is a small civil an astonishingly inclusive work. Periods of the Presidents all around the world, the most important periods of rule in the macro-geographic of the most important. Many lesser fry too. One cannot envisage the circumstances in which this work could be known, say, that W. C. Billings was the Governor of the Colony of Western Australia from 1917 to 1920, to be succeeded by Sir F. A. Newland, a precedent by you never know.

## Language, syllabus and the world

Christopher Brumfit

Communicative Syllabus Design, By  
John Munnby.  
Cambridge University Press £6.95  
0.521 22071-8

Language teaching, like education in general, suffers from the vagueness and therefore unopposable formulation of important questions. The great merit of John Munby's important book is that it sets up a model for the specification of language behaviour which is so detailed that many problems, both practical and theoretical, can be examined far more clearly than has been possible in the past.

activity. Attempts to specify the nature of a learner's communicative needs in relation to the purposes for which he is learning a foreign language. This is a necessary preliminary to the process of constructing the teaching syllabus; whether or not such an analysis is possible. A foreign design depends partly on one's view of the nature of language learning. But there is no doubt that the process should be undertaken whenever the principal objective of a course is to enable the learner to be able to use the language. With this assumption, Munby has designed a syllabus which attempts to be exhaustive of the appropriate features of the language. The syllabus is presented in a form in which a decision is made of how much of the language is needed in relation to such factors as existing types of activity, frequency, probable dialects to be encountered, necessary target areas of command, and so on. Such needs should be related to what are described as the economy of language skills.

tion", so that a specification of consecutive chapters arrived at the last section of a book makes it clear that this is held to be a specification of syllabus content which should subsequently be modified at the implementation stage, since considerations as socio-political attitudes, administrative, psychological and methodological constraints enter problems of logistics.

It will be clear from this very condensed summary, that the book is highly readable. However, it is not clearly written and should be accessible to any reasonably informed materials writer.

Both theoretical and practical problems arise from the use of the model. First, we have an extremely technical and complex instrument which can be used for the solution of a particular practical problem. It is a considerable effort to use the model, could be avoided by the use of a simplified practice. Even if it is efficient, however, problems of interpretation arise (for example, in the allocation of language skills to the items in the tests, or in the choice of the items to be used, which may likely be the factor which makes the user to go back to be the major factor in determining efficiency. Certainly, we must wonder to what extent such a scale technology is appropriate in the situations of many of us where the situation of many is a problem.

But it would be difficult to think of a better way of sensitizing an audience to the development of the complexity of language, an invitation to ask them to practise using this instrument carefully and critically.

Some of the problems are more difficult to discuss briefly. Even if the instrument works effectively this may be for reasons other than its consistency or validity. Certainly the economy of language skills for the different functions of language is different from the various misuses, and this could provide serious difficulties in the translation of a language into teaching strategies.

however accurately, target behaviour, is not the same as *control*, where *control* is but one of many aspects of behaviour many already known, or presumed, other aspects, for example). The instrument, as Munby rightly admits, does not take into account of the *control* of the behaviour while a speaking syllabus must maintain such a view central. But this is a *revelation* which will enable the syllabus designer to match his syllabus to the *control* of the behavioural situation, and relate this to the current state of the learner.

Communicative Syllabus Design should be read and discussed with a view to its application for teaching languages at advanced levels, or where specific language courses are needed. There is a comparable book to force us to think closely about materials for teaching foreign language, *Language, Learning and the Learner*, by John Littlewood, and the demands of the world outside.

**Versified**

**Evans Graded Verse 1-3. By Michael Knight and Ronald Ridout.**  
60p-75p each.  
**Evans Graded Verse 1-3 Teacher's Guide**  
90p.

Freedom and variety, both essential components of EFL learning, are provided in these three booklets of verse for elementary to intermediate students.

The poems, graded according to difficulty of structures, are a mixture of songs, children's rhymes, nonsense verses, and lyrics with more adult themes; all use the language simply and naturally, and provide a repeated or varied use of structure.

The tongue-twisters give excellent pronunciation practice, but there may be too much nonsense for some. However, the quality advances with skill and knowledge. 3 contains a reasonable amount of authentic poetry; themes such as the sex war and Third World development may stimulate lively discussion. The second section of illustrations by Frank Nicciolo greatly assist the text.

The Teacher's Guide suggests possible ways of handling the book; methods of group reading and discussion are given. The book is so well illustrated that it draws attention to such subtleties as tone and rhythm, and our greatest enjoyment of poems is that it valuably paves the way for more serious study. The book also includes music for the songs.

A cassette of the poems, using a speaker with different intonations, with some poems cinematically spooled on the songs is a most useful and interesting expedient.

Rachel Blake

*Now in its 14th edition*  
**Everyman's English  
Pronouncing Dictionary**  
Originally compiled by  
**DANIEL JONES**

Revised and edited by  
**A. C. GIMSON**  
Over 59,000 words in  
international phonetic  
transcription, era now  
needed, together with many  
thousands of inflected forms  
and a new vowel plotting.  
Professor Gimson has added  
a totally new introduction in  
which the system of phonetic  
transcription used is fully  
explained and the  
pronunciation given is now  
that in common usage in the  
last quarter of the 20th  
century.  
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**Increase your English.**  
**A. J. GLOVER**  
This book of practice exercises to develop vocabulary and command of sentence structure is designed for foreign students of English who already have a good grounding in the language.  
PB \$55

**Build up your English**  
**A. J. GLOVER**  
A second book on the lines of *Increase your English* leading to the Cambridge Lower Certificate Standard.  
PB \$55

## DEFINITION











## Up to standard

Donald Hawes on books for beginners and Proficiency students

**Practice in Proficiency English.** By Sheelagh Kaneill. Evans Brothers £2.10. 237 50185 G. English Alive 1. By Sandra Nickolls. Patrick O'Shea and Tony Youdon. Edward Arnold £1.30. 7131 0115 G. English Alive 2. Teacher's Book. By Sandra Nickolls, Patrick O'Shea and Tony Youdon. Edward Arnold £2.95. 7131 0120 2. Contact English 2. Students' Book. By Colin Granger and Tony Hicks. Heinemann Educational £1.80. 435 28068 6.

**Vital English.** By M. L. Margan and J. J. Perill. Macmillan Education £1.80. 331 22310 J. Creative Reading and Writing. By F. Merot and M. Fahre. Cassell. £1.95. (Without answers £1.50). 304 30036 S.

In her previous book, *Advanced English Composition*, Sheelagh Kaneill dealt with essay-writing for the Cambridge Proficiency examination, and in this new one, *Practice in Proficiency English*, she tackles the written exercises that form the core of Papers 1 and 2 of the whole of Papers 1 and 2 (Reading, Comprehension and Use of English).

A wide variety of work is involved, including the answering of multiple-choice questions, summarizing, comprehension, appreciation of prose style, and a demanding of all the writing skills of the student.

The book seems to be meant for students following an extensive course, since the author suggests that part one should be worked "in the first year of the proficiency course" and indicates that part two, which is more difficult, aims to bring them "up to the high standard" of the examination.

Students will need careful guidance through the eight sections (four in each part), each of which includes exercises and advice concerning a number of different skills. Sheelagh Kaneill's purpose is obviously to make students continuously and simultaneously aware of the varied practice necessary to become fully proficient. It can be unhelpful and misleading to compartmentalize EFL textbooks, but there is a danger that some students may become confused by her approach, which could perhaps have been further clarified by a more generous use of spacing by

the printers. Her material, however, is usually drawn from past examination papers and twentieth-century fiction and non-fiction. Some errors need correction: the plural of "terminus" (page 82), the misplacement of "neither" (pages 82, 88, 89), "than" and "scarcely" (page 88), and the spelling of "dependent" (page 103) and "humorous" (page 131).

Books preparing students for the Certificate of Proficiency are inevitably and justifiably restricted by examination requirements, but lately there has been a good deal of innovation shown in books for EFL. The earlier stages of learning the language. The printed text may be supplemented by tapes and cassettes and enhanced graphically and typographically with drawings, diagrams and layout in general. At the same time, the thought devoted in recent years to the devising of syllabuses has resulted in some ingenious and purposeful schemes of work that should be of real service to students and teachers alike.

Typical pages in the book dealing with the past simple, "wh" questions, making polite inquiries and expressing annoyance give no fewer than 100 exercises, many of which are presented in a format of presentation followed by a short and written exercises in comprehension and question-and-answer work. Students who methodically work through this series will be well served by a firm foundation for more advanced study.

*Contact English* (with tapes) is meant for adult learners, and its two stages form a course that takes absolute beginners to intermediate level. Visually, the students' book is striking, since it is packed with numerous and often humorous drawings which captions and dia-

logues, illustrating brief extracts in structures, vocabulary and idiom. It also uses extracts from a past newspaper, such as a review, a horoscope and a menu. There is plenty of material, new here as well as a practical look, filled to a systematic course of necessary knowledge and including colloquialisms, idioms and phrases for jobs, the register and to fill up a form. The book is well illustrated with drawings, diagrams and layout in general. At the same time, the thought devoted in recent years to the devising of syllabuses has resulted in some ingenious and purposeful schemes of work that should be of real service to students and teachers alike.

*Vital English* is also a purposeful book (with tapes). It is concerned with one "unit" (for example, temporal relations) and logical relations. The book is unapologetically factual and to the point. It is a book that will be used by students and teachers alike.

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Mr. Thompson's book, which contains a list of 500 words, is a book that will be used by students and teachers alike. It is a book that will be used by students and teachers alike.

## Role-speak

**Functions of English.** By Len Jones. Cambridge University Press £1.95. 521 21467 X.

**Well Said.** By J. Dixey and M. H. Wolcott. Pilgrims English Language Courses, c/o University of Kent. £2.40.

The functional approach to the teaching of English has already begun to manifest itself in textbook form. The supposition behind *Functions of English* is that, besides knowing the grammar and lexis of a language, the student must be conscious of his social and psychological roles, the setting in which he finds himself and the demands which the role places upon his command of language.

The material provided for the student is divided into two main sections. The first section, *Well Said*, provides for more overt control by the teacher than the first book does. This is not necessarily a bad thing, since one of the dangers of less teacher-controlled learning is that students often find themselves practising sub-standard English and picking up each other's mistakes.

*Well Said* offers a wide variety of approaches to teaching, which include mini dialogues, the meaning of which is to be analysed by the student. The second section, *Functions of English*, is a more extensive series of exercises, which are usually three to each teaching unit, providing the learner with some useful experience. There is, for example, an exercise on the topic of "the weather", which is a very common topic in conversation. The exercises are designed to be done in pairs or small groups, and the teacher's role is to monitor and assist.

A. J. Baird

## In and out of English

Paddy Bostock

**Advanced English for Teachers.** By Douglas Chamberlain and Gill White. Cambridge University Press £1.50. 521 21630 J.

This book is intended to give teachers a more systematic approach to the teaching of English. It is a book that will be used by students and teachers alike.

This book is intended to give teachers a more systematic approach to the teaching of English. It is a book that will be used by students and teachers alike.

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**Ann Baker**  
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**Weak Forms** Book £0.90. Cassette £3.00.  
**Functions of English** Book £0.90. Cassette £3.00.

**Le Jones**  
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Available August 1978

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Cambridge English Language Learning  
is published by  
**Cambridge University Press**  
P.O. Box 110, Cambridge CB2 3RL

## Streamline ENGLISH

Bernard Hartley and Peter Viney  
An intensive EFL course for adults at an elementary level.

*Streamline English* is an intensive English course specifically designed for students who are beginning to learn English as a foreign language. It covers the elementary structures and vocabulary of English with emphasis on the development of oral/aural skills. The aim is to give students a command of simple spoken English so that they can communicate at a basic level in an English-speaking environment.

The material consists of 80 units, each providing a 50-minute lesson. Each unit is clearly laid out on a separate page and is attractively illustrated with drawings or photographs. Extensive use of full colour enlivens the lessons and emphasizes the up-to-date approach of the book.

The Teacher's Book contains all the student's material interleaved with detailed teaching notes. These give step-by-step instructions for using the material as well as ideas on how to present each new topic. The cassettes contain dramatized recordings of all the dialogues which appear throughout the book.



For further details please write to  
English Language Teaching Department  
Oxford University Press  
Wellan Street, Oxford OX2 0DP, England

## The rain in Spain...

A. J. Baird on pronunciation

**English Pronunciation and Speech Practice.** By Gordon Drummond. The Agency, St Augustine's Road, Ramsgate, Kent £1.75.

**Learning to Pronounce English.** By Lionel Thompson. Evans £1.45. Teachers' Book £2.10.

**Ship or Sheep? Introducing English Pronunciation.** By Ann Baker. Cambridge University Press £2.00. Cassette 2 and 3 £6.50 each.

**Chisters.** 90p. **Contractions.** 75p. **Link-up.** 70p. **Stress Time.** 90p. **Weak Forms.** 90p. By Colin Mortimer. Cassette £5.00 each. Cambridge University Press.

The idea has caught on that a textbook is a tool, most effective in the hands of a teacher who knows how to use it, and writers of textbooks nowadays ask themselves whether their work needs the support of a teacher's book or will get by with no more than an introduction.

Mr. Drummond has chosen the latter alternative, devoting 26 pages to advice and suggestions for the teacher and the remaining 56 to exercises for the student. Mr. Thompson opts for the accompanying teachers' book, which confines itself to discussion of the segmental sounds of English with a brief section on stress and a very inadequate couple of pages on intonation. Miss Baker's book is more lavishly illustrated and well laid out, each unit containing a short section on stress and intonation, but has only a brief introduction.

When a student finds himself unable to make a given sound, Mr. Drummond advises the teacher to explain how the sound is made and then require the student to imitate it. The advice continues: "when the student can say the sound quite well,

have him combine it with other sounds." We feel bound to ask what happens if the student still cannot do it, and the best we shall get from Mr. Drummond is the warning, "you may need the patience of Job". Nor has Mr. Thompson any help to offer us in this matter. Miss Baker has doubts about the value of articulatory description and offers us instead what she describes as notes and illustrations. To avoid the confusion arising from spelling she offers pictures of items, for students to name. She keeps exposition to the minimum and her advice to the teacher is sparse indeed.



Mr. Drummond's suggestions for the teacher include brief statements about English sound production and distribution. His sections on stress and intonation are more detailed and he advocates reading dialogues aloud, choral work, beating time for rhythm and "conducting" for intonation. Mr. Thompson discusses stress-placement rules and refers to these aspects of language. It is less useful with classes of mixed nationality where a more comprehensive coverage may be found within the covers of a single book such as Mr. Drummond's or Miss Baker's.

Another valuable source is essays by Alan Coren in *The Sunday Express*.

## Heinemann English Language Teaching

### COURSES

#### Contact English

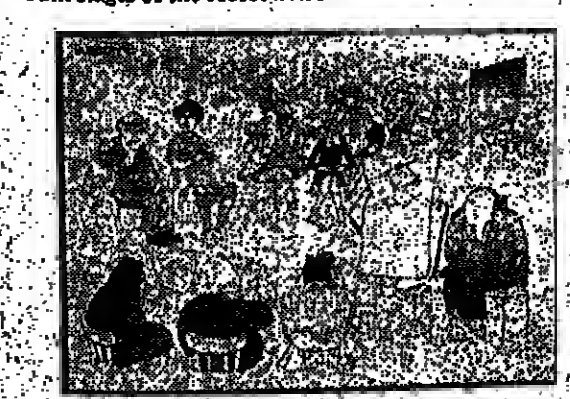
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Already available in this four part course are *Starting Out*, *Gelling On* and *Turning Point*. The fourth and final part, *Open Road*, will be available at the end of 1978. Each book represents about a year's work and the course is structured to provide for entry at any level. As well as the books there is a variety of supplementary material including tapes, cassettes, filmslips, workbooks and test packs.

For further details and a prospectus please write to English Language Teaching Department, Oxford University Press, 1978 Walton Street, Oxford OX2 6DP.

## Package workdays

Paddy Bostock on short courses

Streamline English. By Bernard Hartley and Peter Viney. Oxford University Press Student's book £2.50. 19 432221 1. Teacher's book £1.50. 19 432222 N. Cassette £5.00. 19 432225 1. Freeway. By Chris Toff. Macmillan Education £2.50. 333 24160 6.

It seems likely that we shall be seeing more short English courses for foreign students in this country and this for economic and political rather than strictly educational reasons. Many overseas students are now finding Britain, and London in particular, a very expensive place to live and study in and are beginning to consider the advantages of going to the United States for courses instead. Furthermore, if government quotas on foreign students are imposed on state colleges involved in the teaching of English as a foreign language, then such colleges will be forced to close down full-time courses, unless they can find enough prospective students prepared to pay the unsubsidised fees, which would be in excess of £3,000 p.a.

Both of these factors could give rise to a corresponding increase in the number of either part-time or short courses offered by both private and state schools in an attempt to stem the potential drift away from Britain and, in some cases, simply to survive. This, in turn, may lead to English becoming more and more of a neatly-bound, attractively-packaged product to be sold in the market place along with British Leyland cars and Nurek Sew Oil. English, as Professor Quirk and others have recognized, is one of our major exports, yet it looks as though foreigners coming to this country will only be able to afford it in relatively small doses. So short courses appear to be a growth market.

Two books seeking to establish themselves in this market are *Streamline English* and *Freeway*. *Streamline English* is a beginner's course which, ambitiously, in my view, claims to take students to intermediate level in three to four weeks by working through 80 individual units, each of which provides material for a 50-minute lesson. There is no accompanying cassette and a teacher's book, which includes detailed lesson plans for each unit.

The material has been developed and used with apparent success at the Anglo-Continental's summer

courses in Hattertonville and is intended for adults. It follows a routine sequence of structural items introduced unit by unit and getting up to the present perfect by the end of the book.



The problem is that, in order to appear up to date and attractive to adults, the book has been crammed with photographs of real people doing things, and large, sometimes full-page drawings of cartoon figures, doing other less probable things. The effect of this is that it appears to contain more illustrations than exercises (even the teacher's book has pictures) and, although this may appeal to the average four-week summer-course student, it does leave the impression of being a little thin on originality of presentation. The book seems to have been put together from glossy pictures to the point of being unrecognizable as a textbook and, unfortunately, there appears to be little radically new beneath the gloss, the dialogue and drills not being much different from any others.

It is extremely difficult for writers of beginner's books for adults, given the structural and lexical limitations imposed on them, to strike an adequately mature note, although including Howard Hughes, Richard Nixon, Elton John (John?) and Beatles (Cry the boxer, and *Streamline* does a healthy step down the road away from Janet and John. The trouble is that these are

cardboard figures, who are only enough in their way and good for a laugh with younger students but who cannot be exploited in such a way as to satisfy the more sophisticated learner. Some beginners in English are, after all, Doctors of Philosophy in their own countries.

*Freeway*, designed for intermediate or advanced students, has the leeway that extra structures and vocabulary allow, and succeeds in providing interesting material for the adult level.

The book comprises 20 units based on topics, like cartoon humour (Giles, Reg Smythe, John Cleese), each unit consisting of guided questioning, grammar exercises, reading comprehension, dialogues, controlled and free writing, as well as an interesting and often amusing collection of graphics and text extracted from newspapers, pamphlets, advertising and other sources. However, the supplementary material is kept in proportion and does not therefore overwhelm the teaching items.

Each unit is divided into three levels of difficulty for mixed-ability teaching. The idea being that students have strengths and weaknesses in particular areas of the language and can work at correspondingly easier or more difficult exercises in the different units. The topics chosen bear examination not only in their own right, but also taken as a whole, for they then become a fair, composite picture of what Britain is like—or at least, as much as could be reasonably absorbed in a four-week summer course.

There are sections on equal opportunity, ecology and job satisfaction as well as on pubs and beer and English country houses, so that the course has a valuable educational content. In addition, the grammatical items seem to spring naturally from the contexts.

This is a salutary lesson for any textbook writer who chooses to structure first and then tries to manufacture texts that contain the required choice of subject areas in which to teach language items. It makes excellent teaching material because a high level of interest and enjoyment can be maintained for both student and teacher, and enjoyment is very largely what summer courses are all about.

## Get it right...

### Learning to Pronounce English

Lloriel Thompson

The *Teacher's Book* covers all the problems of pronunciation that teachers are likely to meet, and emphasises the difficulties experienced by speakers of different languages. Each section provides a detailed guide to one particular sound, with practice drills at basic and intermediate level. Stress, intonation and juncture are dealt with in a useful final section. Price £1.90

The *Student's Drill Book* aims to help students to learn to identify and say the sounds of the language correctly by intensive listening. Practice drills cover the pairs of similar sounds often confused by students and uses the problem sounds, in isolation and contrast, in words and sentences. Price £1.50

A cassette of the basic sounds is now available. Price £5.00

The ELT Dept. Evans Brothers Ltd, Montague House, Russell Square, London WC1B 6BX

Say 'Evans ELT'

## Spare-time tasks

Samplings and Other Modern Short Stories. Zoro Hour and Other Modern Short Stories. Edited by Michael Swan. Cambridge University Press £1.00 each.

The dominance of multiple-choice material in the classroom is a well-known fact. It is a fact which, in my view, is a pity, because, although it may be able to operate all manner of tricky linguistic traps, it often fails to give the pleasure of reading.

These two books of advanced and unabridged short stories are hardly casual in their selection. Waugh, Greene, Shaw and Thurston are others—but they do offer teachers the much-needed chance to recommend some exciting reading to students whose minds have been dulled by the rote learning of grammar and vocabulary. It would be a pity if these books were to be able to do no more than work in the form of actual reading, and at best as a basis for discussion of both vocabulary and content.

## Bearing gifts from Bulgaria

Peter O'Connell on Suggestopaedia

All the unconventional language teaching methods have names that sound bizarre in the ears of the uninitiated—the Silent Way, Community Language Learning, Suggestopaedia—but the last brings the deepest from the brows of language teachers. Who is this Bulgarian bearing strange gifts? He is a language teacher, not even a teacher. Dr Lozanov is indeed not a teacher or Chomsky. Like them he is a brilliant outsider whose work is just beginning to take seriously. What is his background and why should we listen to him?

Dr Lozanov is a Bulgarian doctor of medicine who practised in Sofia for many years. He became convinced that the success of all psychotherapy comes from the patient's faith in the ability of the doctor. The patient is "suggested" into health. Dr Lozanov extended this interpretation to the whole of every culture has a suggestive way that conditions the behaviour of the members of that culture. The suggestive norm in education everywhere is low: learning is difficult, the learning of foreign languages with its heavy memory load and its complexities of structure and phonology. In fact, Dr Lozanov, this is a self-imposed barrier that can be shed when we wake up to the immense unused potential of the human brain, which he calls "the reserve power". The teacher's major role, therefore, is to suggest his students and to help them accept and work to a much higher suggestive norm.

Does the teacher set about this unfamiliar task? Some of the suggestopaedic principles, though rooted in unfamiliar language, have been practised by good teachers since the beginning of time. First of all relaxation: the tension that blocks learning must be released before students can use their strong inherent language-learning powers. This is achieved by the authority of

the teacher working through a method that is fun, gayety, music and singing and student involvement. Lozanov calls this process "infantilisation". The achievement of a state of mind that is open, plastic, receptive, like a happy child's. Flowing from this is the establishment of a community, a supportive, trusting and creative group that enjoys co-operating in exploring their capacities to use the new language.

One of the most unfamiliar doctrines of suggestopaedia is "pseudo-passivity". Modern language-teaching methods have stressed the importance of activity in the classroom. Most of us when presenting new material engage in a kind of verbal ping pong whether or not we are consciously following the Skinnerian model of "stimulus, response, reinforcement". By contrast, Lozanov's teachers present a huge dialogue (about 800 words) every six hours and during this presentation stage (about 75 minutes) the teacher reads the material three times. The students say little at the first reading, and nothing during the second and third readings. But these readings are done against a background of classical music. During the third reading, the students absorb their books and lean back in their high-back armchairs with closed eyes. This, Lozanov calls the "pseudo-passive" concentration stage and relies upon it for hypnotic, the unforced memorization that he claims for his method. The passivity is "pseudo": the student looks inert in his armchair but in fact, says Lozanov, there is a great deal of activity at a deep level. His relaxation allows his "reserve powers" to operate very productively.

If the student asks before the second "concert" whether he should listen to the music or the teacher, he is told to listen to the music. This apparently illogical procedure exemplifies another important principle of suggestopaedia: the general science of which Sug-

gestopaedia is the application to education. Lozanov in his Research Institute in Sofia has done much work on peripheral learning which indicates that what is picked up on the edge of attention goes into the long-term memory, and oddly enough strengthens over a period of days while consciously learnt material is subject to the familiar curve of forgetting. The application of this principle to the "pseudo-passive concert stage" is obvious and also illuminates other procedures and attitudes in a suggestopaedic course. An orthodox teacher is at first horrified by the suggestopaedic teacher's complacency at his errors and inaccuracies of his pupils. The latter, working to a different psychological model, is more concerned to sustain his student's confidence and to encourage them to communicate than to drill them into forming correct verbal habits.

Suggestopaedia is hostile to all forms of drilling in which the material being drilled is at the centre of attention. Such drilling rapidly becomes boring if it is simple, and threatening if it is difficult. Both boredom and anxiety are inimical to the operation of the students' deeper powers of language learning. In Sofia drilling is disguised as a game, sometimes in friendly competition between teams.

In this same psychological area is the Suggestopaedia teacher's unwillingness to dwell long with any student having difficulties. One is trained in Sofia to move on quickly to someone else and to keep the light-hearted spirit of the game with emphasis on the message rather than the code. When I was checked very gently, for suggestopaedia applies to teacher training as much as to classroom work for "dwell" at first queried the objection. Very soon, however, I noticed the swift change in the expression in a student's face when he was moved from "playing with the lan-

guage" to the performance of a linguistic task. The happy open expression was replaced by a wary look, a look that is all too often seen in the conventional classroom. Relaxation in the language classroom rests on security, and security is an easily disturbed by criticism or any form of authoritarianism. The authority which is Lozanov's prime suggestopaedic principle is quite devoid of authoritarianism.



Activity at a deep level.

The teacher's authority must be strong only in order to help the student to escape from his suggestive tight-jacket and to enter into some of his natural heritage.

What has been done to embody these principles in classroom procedures and what has been the success of such practical applications? Dr Lozanov as the head of the Research Institute of Suggestopaedia in Sofia is concerned with all human activities: but his main application has been in education—in suggestopaedia. The biggest part of his work in Bulgaria is in teach-

ing all subjects to schoolchildren. In my view this is the most exciting and fruitful field for the application of suggestopaedia and should be seriously considered by the Department of Education and Science for the British system.

The work for which Dr Lozanov has achieved a measure of notoriety in the West has been done in his own justitia teaching modern languages in adults. The fact that participants in these courses often have to go to their work places for several hours a day must be emphasized. Any method that was strenuous or exhausting, or boring or frightening would have a high absentee or drop-out rate. In fact, few people drop out voluntarily and lateness is rare. The speed with which a strongly supportive group is established and the warmth of the relationship that builds up are features of suggestopaedia.

The suggestopaedia course book is composed of 10 long dialogues that together form a kind of picturesque play with 14 characters. This is the maximum size of a Suggestopaedia class, the optimum size is 12, and any number below 11 is regarded with disfavour. Each participant takes a new identity—name, address, occupation—and for the duration of the course is known only by that name. The book records the adventures of the 14 characters who are delegates at a conference on "Man and Nature" in London (if it is an English course). Each page has the English text on the left, the Bulgarian translation on the right. This flouting of the fundamental principle of the direct method gives great confidence and comfort to the participants and makes possible the introduction of 2,000 words in a course of 75 hours.

continued on following page

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For 1978-79 Catalogue and/or more information please write to Anne Murray-Robertson, (TES) EFL Department, The Macmillan Press, Houndmills, Basingstoke, Hants RG1 2XS.

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**FREEWAY**  
Chris Toff  
Freeway is a complete course for Intermediate and Advanced students at Summer Schools and on short courses. It is organized nationally to give more flexibility on such courses. The topics featured have been selected for their immediate interest and relevance to the student, and are presented in a way as to give a sound background. It includes cartoons, newspaper articles, advertisements and theatre programmes, and is accompanied by a Teacher's Book and a tape.

**VITAL ENGLISH**  
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## Literary all-sorts

Rachel Blake on simplified novels

Eighteen titles have so far been issued in the Collins English Library simplified series which mixes classics with modern best-sellers, romance, fast-moving thrillers, sport, wildlife and tales of endurance. Six levels have been planned, but up to now books at Levels 1 to 5 only are available, at 35p to 60p each.

The aim—and one that seems likely to be achieved—is for enjoyment in reading from the start. The students choose books at the level which they can manage without stopping to check words, and learning takes place at the assimilation and practice levels, and from imagination and consequently enjoyed by the student without the tedious attempt to assimilate new constructions and vocabulary on the way.

The accompanying guide sets out clearly the principles behind the series, which are based to a large extent on linguistic research carried out by the Council for Cultural Cooperation for the Council of Europe. For instance, advanced words which are vitally necessary at the "tourist" stage are included here, at Level 2, while structures which could cause problems in comprehension are omitted or used at a higher level. "Sats" of words (eg knife, fork, etc) are introduced at one level. International words are regarded as known. (I did win at "kilometres" in *Pride and Prejudice* and *Jane Eyre*, but at nothing else in the series.)

Finally, a browse through the Word Formation Guide and Word List gives a quick picture of the level of vocabulary at each stage and the degree of reinforcement through use of compounds or other variations on these words. Conveying the original atmosphere and language has been a high priority, and the achievement is creditable, but, as to be expected, rather variable. The events of the first four chapters of *Jane Eyre* are encapsulated in one short one,

and the action and conversation seem somewhat jerky and staccato. *Wuthering Heights* and *A Christmas Carol* retain the same quality much more successfully, but then the degree of condensation is much less. In *Pride and Prejudice*, too, Mr Bennet's irony, Mrs Bennet's foolishness and Elizabeth's headstrong nature come over well in the conversation, but the conversation contains a large proportion of the novel to the original it has not been too hard a task.

The fast-moving mystery thrillers such as *White South* and *Brinnox* and *Bull* are sometimes akin to experiencing a spiced-up film—I felt this in the case of the two editions of the book, the first, the condensation, I particularly liked the delicate fantasy of Susan O'Connell's picture in *The Cantorville Ghost*. The exercises at the end range from simple crosswords and supplying words to complete the text, to the more complex, the discussion questions involving perception and interpretation.

In the further function, for "reluctant" native or immigrant readers, in schools, the titles by John Tully and K. R. Crippwell or Leavis are particularly well suited to the task. The illustrations, which have a valuable function in strengthening impact where the impression of atmosphere is lacking, are charmingly done, and the condensation, I particularly liked the delicate fantasy of Susan O'Connell's picture in *The Cantorville Ghost*. The exercises at the end range from simple crosswords and supplying words to complete the text, to the more complex, the discussion questions involving perception and interpretation.

## Tenses, intensively

Paddy Bostock

Got Your Tenses Right. By Ronald Barnes.  
Cambridge University Press £1.50.  
521 21296 0. (Cassette + VAT in United Kingdom £5.00)

As Ronald Barnes says in his introduction, many foreign students of English continue to make basic mistakes with the tenses of even quite advanced learners. This book, which is a cassette and a book, is a systematic examination of all aspects of the problem and, to a large extent, succeeds. Each tense is introduced in a

dialogue and is then practised through intensive exercises, oral or written. The book is a work of art for both teacher and student to brush up quickly on the use of tenses. The dialogue and intensive practice are also available on tape and instructions are given for the use of the cassette. The book is a work of art for both teacher and student to brush up quickly on the use of tenses. The dialogue and intensive practice are also available on tape and instructions are given for the use of the cassette.

All in all, the book works well, and should constitute useful additional material for both classroom work of intermediate and advanced levels and students working at home.

How successful has suggested, and in achieving its objective, it is a work of art for both teacher and student to brush up quickly on the use of tenses. The dialogue and intensive practice are also available on tape and instructions are given for the use of the cassette.

Anyone who came with a passive or apparently forgotten knowledge of the language quickly reactivated by this book, and built on it. Complete beginners will find it impossible, but most of them achieved the other objective, mentioned above, by reading regularly and punctually and found pleasure as well as profit in the course. A small disclaimer, I think, be made of the suggested courses in Ottawa.

Another criterion of success is the speed of suggestion, there are 20 to 30 entries in the book, and some in the Eastern European countries, Australia, USA, Canada, and the West. The book is a work of art for both teacher and student to brush up quickly on the use of tenses. The dialogue and intensive practice are also available on tape and instructions are given for the use of the cassette.

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by GEOFFREY BROUGHTON

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THE TIMES EDUCATIONAL SUPPLEMENT

## 29 Resources



From 'Life on China's Communes'.

## Sociological kaleidoscope

by M. J. Clark

Life on China's communes by G. and P. Corrigan. Felling by F. Wood. Cannon Ground Filmstrips, £3.80 each. Langman, Harlow, Essex.

Ten years ago, visual material from China was in short supply and gave at best a partial view. Even five years ago, glimpses of the tourist circuit easily outnumbered serious attempts to present a geographical perspective.

Just how rapidly this situation has changed can be gauged from two new Cannon Ground filmstrips, each accompanied by a substantial booklet. Their approaches are different but both qualify as genuine educational aids by coming to terms with the previously neglected area of the school study of China—the significance of current everyday life, the all-pervading influence of politics, and the rapid evolution of political, sociological and economic structures.

Life on China's communes is a visually geographical, though not necessarily economic, economic life is shown through visual detail

which often verges on anthropology. Two case studies, near Kwangchow and Shikienchiang, demonstrate a range of land uses and their associated settlement and transport infrastructure. The handbook successfully fits this current format into a discussion of the evolution of the commune concept, and comments neutrally but perceptively.

Little attempt is made to explore comparisons between the two communes, but this aspect could be handled by the teacher using handbook information. Answering the many questions about the pictures that could be asked by an observant child would be more difficult, for the commentary concentrates on geographical concepts rather than detailed content.

Nevertheless, the degree of fusion between socio-political explanation and geographical manifestation is greater than in most previous visual aids, and should make this new filmstrip attractive both to the teacher and the confirmed novice. Although *Peking* is published in the "Living in Cities" series, it is closer to urban sociology than to social geography. Spatial perspective and economic or social infrastructure take second place to a kaleidoscope of sociological

glimpses which together build an impressive and sympathetic image of Chinese urban life.

That the city depicted in Peking is only of passing relevance, since the focus is clearly on people rather than places—and even when places are shown, the purpose is often to throw light on the people associated with them. This is an entirely valid viewpoint, and would be criticized only because it seems so out of keeping with the staidly geographical editor's introduction to the series in the handbook.

However, provided that the information and pictures are used as a basis for interpretation rather than as an end in themselves, the filmstrip can admirably serve the ideal suggested. Every city can be seen as a palimpsest of the aspirations of its builders and inhabitants, but outside Western countries these aspirations may be so unfamiliar that they require conscious study before the task of geographical analysis can begin. The approach used by Frances Wood should help to free geographers from the excessively cautious viewpoint that has for too long blundered their evaluation of modern China.

## Custom and Experience

by Frances Farrer

Under the guise of cleaning up Soho (which can be variously interpreted) a partnership of RMI Leisure Enterprises Ltd and Gatling Ltd are developing the area around Coventry Street. Part of this project is called The London Experience and is a kind of soft-sell museum for tourists, based on similar experiences in New York and San Francisco.

Lord Delfont of Stepeny, chairman of RMI Leisure, emphasizes the need for "family entertainment" in the heart of London and considers that the latest multi-media show at The London Experience provides it.

The show (which is harmless) tries to give a picture of London past and present, through slides, film, sound and even real smoke for the Great Fire. Visuals are projected on to seven screens. Sometimes one picture fills all seven, sometimes five or three, sometimes each screen has a different picture; it is occasionally spectacular and generally confusing. Still, with concentration it can be enjoyable, and even mildly informative. The emphasis is on tourist appeal: Fairy Kings and Queens, royal marriages, streets, markets and pubs feature strongly, but the presentation works quite well for the serious historical facts that put in brief appearances from time to time.

London's liveliest companies are involved, the seven screens show

seven parts of a story, which fade into another scene, and almost imperceptibly the focus shifts to Dick White, a young man who is being introduced to the area around Coventry Street. Part of this project is called The London Experience and is a kind of soft-sell museum for tourists, based on similar experiences in New York and San Francisco.

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London's liveliest companies are involved, the seven screens show

## Basic grammar crunching

by Brian Hill

French G.C.E. O level Passbook. By Gine Butler, BA. Published by Intercontinental Book Productions, Berkshire House, Queen Street, Maidenhead SL6 1NF. 95p.

The "Key Facts" aids first appeared as a series of cards for quick reference. The French Passbook is a closely printed, unillustrated notebook. It makes no claim to be attractive, persuasive or interesting. The key word is *passbook* and only those dedicated to grammar crunching will be tempted.

It is meant for private reference and revision and is in no sense a course. The basic framework of the language is presented in 16 chapters with explanations, short cuts and examples. Themes more relevant to G.C.E. than to C.S.E. are marked with asterisks. The student's attention is neatly drawn to "such apparently bothersome trivia" as accuracy in spelling, genders, accents, etc.

Most chapter headings are straightforward and self-explanatory. However, students brought up on a "doing word" instead of "verb" may well encounter difficulties in understanding headings such as "Modal Verbs". The "Passive Voice" and "The Infinitive Mood". The chapters are crisscrossed full of grammar in small print with the occasional emphasis in thick black type. The author has tried perhaps too hard to make the grammar into interesting reading. Language is not a language, it is justified by the explanation: "In these cases it is considered that any monkey is likely to be found at any banana he comes across..."

There is a self-test section at the end of each grammar point. The answers are generally printed next to the questions in heavier type, making it difficult if not impossible,

to ignore them before covering them up, as instructed. The tests are their style to decades of O level papers and are presented in a no-nonsense way.

"Everyday Basics", chapter 18, pulls together several small but important items necessary in everyday conversation. Numbers, time, measurements, the weather and certain impersonal statements are introduced but, as with all the chapters, there is such a plethora of information that many pupils will be daunted.

The introduction to chapter 18 may not help their flustering spirits. "The focus thus far has been on the bare bones... of the language." Here the aim is to widen vocabulary and highlight certain "sticking points of vocabulary" and the faux amis. The section on idioms begins with a warning about their misuse and ends with a very necessary "du courage".

The examination hints remain general and the student must select for himself those relevant to his exam. Most of the advice given is solid and reassuringly simple but occasionally remarks such as "identify the structure involved" and "ensure that every clause contains a finite verb" creep in. The index of four pages seems thin and his terms too narrowly grammatical, so reference and reinforcement is by no means easy.

Towards the end is a "Key Facts Revision" section. Here 30 pages draw attention to the most important points made in the book itself, although it contains only four actual page references. Some of the facts are unusually detailed and some unusually slight.

Gine Butler has produced a detailed French grammar with some functional hints to the examination student. There is a wealth of material here, but it would probably be better exploited by the teacher than by the student on his own.

## On approval

by Gillian Thomas

Toy manufacturers are becoming more conscious of the potential of selling to schools not only as an outlet for bulk orders, but also as a way of introducing their wares to captive consumers. Various special offers are now available.

Fischertechnik sets are being lent free to my school prepared to devote half a day or more to using them. This German construction system starts with simple bricks and wheels that three-year-olds can build up, and leads on to highly sophisticated models.

Airfix are selling project packs direct to schools. Even the four topics: aircraft, ships, people, Second World War—contains enough materials for a term's work with 40 children. There are teachers' and pupils' notes, 40 model construction kits, glue and paint, and a suggestion list for further investigations. The packs cost from £25 each.

Because of the demand from primary schools for their Playpeople, Little Man, have brought out a Playbox which contains 48 of these small articulated figures, and more than 100 accessories such as chairs, ladders, buckets and cups. The Playbox costs £20.

Fischertechnik, Arthur Fischer, 25 Nantown Road, Harlow, Essex. Airfix Products Ltd, Huddersfield Place, Garside Road, London SW18. Little Man, Swanton Industrial Estate, Swansea.

## Best chemistry film

The Chemical Society is to give a prize for the best film of the year for stimulating the interest of young people in further studies and careers in chemistry. It is hoped that the establishment of the prize will encourage sponsors and producers. The first award will be made in 1979 for films released in 1977-1978.

The Chemical Society, The Royal Institute of Chemistry, Burlington House, London W1V 0BN.

## Leather attractions

Northampton's Bluecoat School, in Bridge Street, has recently become the Museum of Leathercraft. It houses about 5,000 leather objects including luggage, footwear, gloves, books and manuscripts, saddlery and clothing.

Tanning and shoemaking have been done in Northampton since the thirteenth century and the museum is intended to ensure that the "Story of Leather" is told in a form that will prove attractive especially to young people.

The first display shows the origins and development of leathermaking; further displays show uses of leather through the ages, and a room endowed by the Saddlery Company illustrates the craft of saddle making.

## Radio Humberside

Some Radio Humberside programmes are to be stored in Humberside libraries for reference, and the county council says that ultimately these will be available throughout the area. At present the tapes are kept in the Central Library, Albion Street, Hull, and the director of libraries and outreach, Mr Glyn Roberts, thinks they will be "invaluable to students of local history, providing living history through the spoken word".

## Adjustable lectern

A reading lectern for use with handicapped children has been developed by Kenac Ltd. It is made from three PVC parts which snap to be chromed poles and has a manuscript tray which can be adjusted to the required height and tilted for reading. Wheelchairs can be fitted into the lectern, which is washable and dismantled for storage. The price is £50.

Further information from: Kenac Ltd, Oakfield House, Oakfield Road, Atricham, Cheshire.



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TALKBACK

## Farce or tragedy?

Fred Sedgwick

Some years ago, the chairman of a primary school governing body sat impatiently by while the head asked a candidate for her views on religious education. The candidate was obviously at a loss for an answer, and probably had no ideas on life matter.

Her floundering damaged the inexperienced young head, who was beginning to feel that she and the candidate were chewing more than they could bite off. Suddenly, the county tones of the chairman cut short the inept soul-searching: "What the head is asking, Mrs A, is: Are you a committed Christian?"

To her credit, the head immediately dismissed the question. Her voice sounded as though she was trying to deal with a very hot potato without spilling it out. But the damage had been done: an improper question had been asked, and although Mrs A was not the right person for the job for all sorts of reasons, she nevertheless believed that there was a bona non-Christian at this school.

Nobody knows, except the rank and file of the profession, quite

the extent to which improper questions are asked at interviews. I have been asked things the honest answer to which would have been "Mind your own business".

For example, another county led, interviewing me for a deputy headship, noted my single status, and inquired how long it was likely to continue. My answer was delayed, because I spent valuable seconds mentally enacting a fantasy in which I asked the lady how far marriage was going.

I can't remember what I said



eventually, but I do recall her turning to the blushing representative from county hall, and saying with monumental coyness: "I imagine there's a young lady waiting in the wings of Mr Sedgwick's life!"

Not all the silly questions are asked by the educational representatives of local politics. One educational administrator in one county was known by sight by nearly all the teachers. Threats against his life were made over pints of beer in saloon bars every night.

This man resolutely trucked one candidate around the county, always asking the same question at interviews for JMI headships: "Mr R., what do you think of the integrated day?"

Mr R.'s answer, which he developed, varied and embellished over the longest period during which he was applying for headships, until it had the complexity, if not the elegance, of a baroque violin concerto, never got it right.

In spite of this, he was at last appointed to a job. The administrator grinned at him after the last interview: "Made you, think, didn't it?"

But if the trendy administrator is a problem at interviews, what about an even more peculiar animal? This one knows the world is not what it used to be, and mourns the fact constantly.

The most recent example I saw was a per-tine, priest who worked as a geography master at the local

boys' public school. He had somehow found himself on the governing body of a local JMI with "progressive" leanings, to the embarrassment of the staff, the head, and, eventually, of himself.

The first time I saw him in action, he was troubled by the fact that a candidate had mentioned sailing at university on his application form.

"Now, Mr B., isn't that a rather individual sport, if I may say so? Not much team spirit, very little esprit de corps, eh? I haven't noticed any rigger or cricketer on your form. Don't you think team spirit is important in our schools to foster..."

This man achieves 10 words to the candidate's name, every time. As one of his fellow-interviewers said after appointing just time: "I don't know what he does in the evening, but by god he frightens me."

How far his baleful influence extends over the neighbourhood is uncertain, but if during the past year he has been responsible, say, for the appointment of one head, two deputies and a scale one teacher, shouldn't we be concerned?

Nobody knows what will happen to the Taylor report, with all its recommendations about the role and status of governors. Some heads seem to have reacted paranoically, thinking that their days are numbered. Some governors have ignored the parts of the report that change dramatically the composition of bodies, and which would remove most of our political appointees.

Whatever does happen, something must be done to improve our interviewing system. There are two dramatic elements in many an interview at the moment: the questions are a farce, and the appointment a tragedy.

The issues are too important to be left to self-inflicted pincoops with axes to grind and ideas beyond their station: they need a chance to educate themselves and to see what is needed in the appointments process.

Fred Sedgwick is head of Stubb's Gate School, Berkhamstead.

## Upgrading the child

Geoff Davies

Within drama, children can take different roles, developing different language forms. This is very valuable in language development, as its value is limited unless, at the same time, the teacher also has an opportunity of influencing the teacher-learning relationship.

Either the learner and the teacher have to take on the role of the expert, or the child's new role has to be that of the expert. In either case, the teacher has to be able to demand information from the children about the decisions.

For example, where a class has been working on a project of Normans, I took on the role of the king's steward, bearing the king's instructions that he wanted bread (in the role of the expert) to design the most effective and present to me their own ideas, on their past experience of knowledge, bringing this to the problems before them.

The teacher has no longer a repository of all knowledge. The other had to ask the question, not the usual questions and answers: "What was the battle of Hastings?" "More like 'What the best place to build the castle?'"

"Shall we have round or square towers?" questions where there is no one answer.

Another example was when I played the role of a farmer who was having trouble bringing in his harvest from his waterlogged field. I asked the class (30 infants) to help me recently spent considerable time on their harvest festival to play the role of farming experts. They had already told me that they knew a lot about farming. They had been sent to solve my problem.

Of course what followed involved some action, but most of the time was spent in trying to answer these sorts of questions: "What is the best way to...?" "What shall we do next...?" "Where shall we put...?" and so on... The approach enables a teacher to move on to a higher level of thinking, on which all children are welcome.

Teachers must and can be very patient with children who find it hard to express their thoughts. It is vital that they should be allowed to try, and so encouragement should come high on the list of priorities.

They must also try to get children to be patient with their peers, and the best way to do this is to let them tell their value very high. All the counter-arguments that are put forward by the children are to be treated with a minimum of fuss, and with a maximum of interest.

In another drama situation, the class, as members of a village, had to decide what action to take. The teacher could not possibly be the answers, and so every suggestion had to be discussed and assessed, or even acted upon. It was the decision of the village that was the key factor.

One boy suggested that the village should make the land solid and cause to flow. "But it will be too long," said another. "We must have to make it rain," said a third. "How?" "By having a rain cloud," said another. "But rain clouds are not real," said a fourth. "They are real," said a fifth. "They are real," said a sixth. "They are real," said a seventh. "They are real," said an eighth. "They are real," said a ninth. "They are real," said a tenth. "They are real," said an eleventh. "They are real," said a twelfth. "They are real," said a thirteenth. "They are real," said a fourteenth. "They are real," said a fifteenth. "They are real," said a sixteenth. "They are real," said a seventeenth. "They are real," said an eighteenth. "They are real," said a nineteenth. "They are real," said a twentieth. "They are real," said a twenty-first. "They are real," said a twenty-second. "They are real," said a twenty-third. "They are real," said a twenty-fourth. "They are real," said a twenty-fifth. "They are real," said a twenty-sixth. "They are real," said a twenty-seventh. "They are real," said a twenty-eighth. "They are real," said a twenty-ninth. "They are real," said a thirtieth. "They are real," said a thirty-first. "They are real," said a thirty-second. "They are real," said a thirty-third. "They are real," said a thirty-fourth. "They are real," said a thirty-fifth. "They are real," said a thirty-sixth. "They are real," said a thirty-seventh. "They are real," said a thirty-eighth. "They are real," said a thirty-ninth. "They are real," said a fortieth. "They are real," said a forty-first. "They are real," said a forty-second. "They are real," said a forty-third. "They are real," said a forty-fourth. "They are real," said a forty-fifth. "They are real," said a forty-sixth. "They are real," said a forty-seventh. "They are real," said a forty-eighth. "They are real," said a forty-ninth. "They are real," said a fiftieth. "They are real," said a fifty-first. "They are real," said a fifty-second. "They are real," said a fifty-third. "They are real," said a fifty-fourth. "They are real," said a fifty-fifth. "They are real," said a fifty-sixth. "They are real," said a fifty-seventh. "They are real," said a fifty-eighth. "They are real," said a fifty-ninth. "They are real," said a sixtieth. "They are real," said a sixty-first. "They are real," said a sixty-second. "They are real," said a sixty-third. "They are real," said a sixty-fourth. "They are real," said a sixty-fifth. "They are real," said a sixty-sixth. "They are real," said a sixty-seventh. "They are real," said a sixty-eighth. "They are real," said a sixty-ninth. "They are real," said a seventieth. "They are real," said a seventy-first. "They are real," said a seventy-second. "They are real," said a seventy-third. "They are real," said a seventy-fourth. "They are real," said a seventy-fifth. "They are real," said a seventy-sixth. "They are real," said a seventy-seventh. "They are real," said a seventy-eighth. "They are real," said a seventy-ninth. "They are real," said an eightieth. "They are real," said an eighty-first. "They are real," said an eighty-second. "They are real," said an eighty-third. "They are real," said an eighty-fourth. "They are real," said an eighty-fifth. "They are real," said an eighty-sixth. "They are real," said an eighty-seventh. "They are real," said an eighty-eighth. "They are real," said an eightyninth. "They are real," said a ninetieth. "They are real," said a ninety-first. "They are real," said a ninety-second. "They are real," said a ninety-third. "They are real," said a ninety-fourth. "They are real," said a ninety-fifth. "They are real," said a ninety-sixth. "They are real," said a ninety-seventh. "They are real," said a ninety-eighth. "They are real," said a ninetieth. "They are real," said a hundredth. "They are real," said a hundred and first. "They are real," said a hundred and second. 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"They are real," said a six hundred and seventy-fifth. "They are real," said a six hundred and seventy-sixth. "They are real," said a six hundred and seventy-seventh. "They are real," said a six hundred and seventy-eighth. "They are real," said a six hundred and seventy-ninth. "They are real," said a six hundred and eightieth. "They are real," said a six hundred and eighty-first. "They are real," said a six hundred and eighty-second. "They are real," said a six hundred and eighty-third. "They are real," said a six hundred and eighty-fourth. "They are real," said a six hundred and eighty-fifth. "They are real," said a six hundred and eighty-sixth. "They are real," said a six hundred and eighty-seventh. "They are real," said a six hundred and eighty-eighth. "They are real," said a six hundred and eighty-ninth. "They are real," said a six hundred and ninetieth. "They are real," said a six hundred and ninety-first. "They are real," said a six hundred and ninety-second. "They are real," said a six hundred and ninety-third. "They are real," said a six hundred and ninety-fourth. "They are real," said a six hundred and ninety-fifth. "They are real," said a six hundred and ninety-sixth. "They are real," said a six hundred and ninety-seventh. "They are real," said a six hundred and ninety-eighth. "They are real," said a six hundred and ninety-ninth. "They are real," said a seven hundredth. "They are real," said a seven hundred and first. "They are real," said a seven hundred and second. "They are real," said a seven hundred and third. "They are real," said a seven hundred and fourth. "They are real," said a seven hundred and fifth. "They are real," said a seven hundred and sixth. "They are real," said a seven hundred and seventh. "They are real," said a seven hundred and eighth. "They are real," said a seven hundred and ninth. "They are real," said a seven hundred and tenth. "They are real," said a seven hundred and eleventh. "They are real," said a seven hundred and twelfth. "They are real," said a seven hundred and thirteenth. "They are real," said a seven hundred and fourteenth. "They are real," said a seven hundred and fifteenth. "They are real," said a seven hundred and sixteenth. "They are real," said a seven hundred and seventeenth. "They are real," said a seven hundred





















## THE SPORTS COUNCIL

### (a) DIRECTOR (b) SENIOR PRINCIPAL REGIONAL OFFICER

Greater London and South East Region  
The Council is an independent body established by Royal Charter with responsibility for developing all aspects of sport and physical recreation and for allocating funds made available by H.M. Government for these purposes.  
It has vacancies for two senior officers:  
(a) Director, Crystal Palace National Sports Centre (Ref. 78/5/CP1)  
(b) Director of the Sports Council for the management of the Centre, Director of Greater London and South East Regional Office (Ref. 78/5/LSR)  
To be responsible through the Crystal Palace Committee to the Director of the Sports Council for the management of the Centre, to manage the Region and to act as Secretary to the Regional Council for Sport and Recreation.  
Salary Scales: £10,000-£12,000 plus other allowances.  
Relevant qualifications, administrative experience and a wide knowledge of the practice and organization of sport and physical recreation and of the structure and development of the Centre are essential. Further information and application forms obtainable from: The Personnel Officer, Sports Council, 70 Gropion Road, London SW13 1JX.  
Completed application forms quoting relevant reference numbers to be returned by 31st August, 1978.

### THE SOHO PROJECT (a member agency of WECVS)

require a

### Senior Detached Youth Worker

To join a small team working with young homeless people in the West End.  
This is a coordinating role requiring someone with experience in working with young people and with good administrative skills.  
Salary on JNC Scale 4L, £4,911-£5,427.  
Application form and job description from:

Mary or Kate,  
The Soho Project,  
142 Charing Cross Road, W.C.2  
836 8121

## Royal County of BERKSHIRE

### DETACHED YOUTH & COMMUNITY WORKER

Reading, JNC Scale II, £3,471-£4,422

Applications are invited from suitably qualified men and women for this vacancy in Reading. The worker will be one of a team working with more difficult adolescents. No. 5 Youth Counselling Service operates an outreach scheme staffed by volunteers who work amongst young people in the streets, cafes and pubs of Reading.

Interested? Telephone John Ashdown of Reading 55981, Ext. 231. Closing date: 23 August.

## OXFAM

### YOUTH ORGANISER-LONDON

We need an energetic, imaginative and enterprising person with experience of youth work who can inspire groups of young people and sympathetic adults to become actively involved in a variety of public opinion forming and fund-raising activities in support of our overseas aid programme.

The job is based in Southfields, South West London. The work involves irregular hours, car driving, speaking to groups about Third World problems, use of visual aids and simulation games and the organisation of imaginative fund-raising events. Some overseas experience an advantage.

Further details and application forms from Oxfam, Personnel Department, 27A Banbury Road, Oxford, quoting reference TES/Y059.

### Community Homes and Associated Institutions

#### AVON COUNTY COUNCIL

AVON COUNTY COUNCIL has a vacancy for a **YOUTH AND COMMUNITY SERVICE** Officer. The successful candidate will be responsible for the development and co-ordination of youth and community work in the district. The post holder will be required to have a degree in Social Work or a related subject, and to have experience in youth and community work. The salary is £5,427-£6,427 per annum. Applications should be sent to the Personnel Officer, Avon County Council, 100, Broad Street, Bristol, BS1 2JL.

### Youth and Community Service

#### AVON COUNTY COUNCIL

AVON COUNTY COUNCIL has a vacancy for a **YOUTH AND COMMUNITY SERVICE** Officer. The successful candidate will be responsible for the development and co-ordination of youth and community work in the district. The post holder will be required to have a degree in Social Work or a related subject, and to have experience in youth and community work. The salary is £5,427-£6,427 per annum. Applications should be sent to the Personnel Officer, Avon County Council, 100, Broad Street, Bristol, BS1 2JL.

### Assessment Centres

#### NEWHAM

NEWHAM has a vacancy for a **YOUTH AND COMMUNITY SERVICE** Officer. The successful candidate will be responsible for the development and co-ordination of youth and community work in the district. The post holder will be required to have a degree in Social Work or a related subject, and to have experience in youth and community work. The salary is £5,427-£6,427 per annum. Applications should be sent to the Personnel Officer, Newham Council, 100, Broad Street, London, E1 1JL.

### THE SUFFOLK COLLEGE OF HIGHER AND FURTHER EDUCATION

#### Department of Business and Management

Required for 1 January 1979, or as soon as possible

### LECTURER I IN BUSINESS STUDIES

A person with a degree/degree equivalent or professional qualification in the area of Business Studies is required to teach Elementary Bookkeeping and Business Calculations on OEC National courses. The ability to offer other Business Studies subjects, e.g. Economics, Statistics, would be helpful. Salary scale: £3,192-£3,334.

Further details and an application form are obtainable from The Principal, Suffolk College, Rope Walk, Ipswich IP4 1LW, to whom completed forms should be returned within fourteen days of the advertisement. Please enclose post number 6/84 and enclose a stamped addressed envelope.

## GREENACRES COMMUNITY DEPUTY UNIT LEADER

A DEPUTY UNIT LEADER is required to assist in the management of a mixed unit of 24 disturbed adolescent children. The post holder will be responsible for the day-to-day running of the unit, and for the co-ordination of the unit's activities. The post holder will be required to have a degree in Social Work or a related subject, and to have experience in youth and community work. The salary is £5,427-£6,427 per annum. Applications should be sent to the Personnel Officer, Greenacres Community, 100, Broad Street, London, E1 1JL.

### THE TIMES EDUCATIONAL SUPPLEMENT 11.8.78

Assistance with housing and removal expenses in surplus. Applications forms and further details obtainable from: The Personnel Officer, Harlow Council, 100, Broad Street, Harlow, Essex, CM20 1BD. Telephone 0283 40341.

### HARINGEY

HARINGEY has a vacancy for a **YOUTH AND COMMUNITY SERVICE** Officer. The successful candidate will be responsible for the development and co-ordination of youth and community work in the district. The post holder will be required to have a degree in Social Work or a related subject, and to have experience in youth and community work. The salary is £5,427-£6,427 per annum. Applications should be sent to the Personnel Officer, Haringey Council, 100, Broad Street, London, E1 1JL.

### LEICESTERSHIRE

LEICESTERSHIRE has a vacancy for a **YOUTH AND COMMUNITY SERVICE** Officer. The successful candidate will be responsible for the development and co-ordination of youth and community work in the district. The post holder will be required to have a degree in Social Work or a related subject, and to have experience in youth and community work. The salary is £5,427-£6,427 per annum. Applications should be sent to the Personnel Officer, Leicestershire Council, 100, Broad Street, London, E1 1JL.

### Community Services Department

Harlow is a pleasant, modern town of 80,000 people, where people's community needs are given priority. The Community Services Department is responsible for the town's environmental health and for a substantial range of social and welfare services. With the support of a well-established voluntary sector, the Community Welfare section of the department provides services and support for the elderly, disadvantaged families, the handicapped and young people. In addition, the Welfare Rights Service is expanding and there is a growing community development programme. The section has a highly professional outlook. Training is encouraged and emphasis is placed on developing flexible and innovative approaches to meeting community needs.

### Co-ordinator for Young

#### Unemployed Advice Project

### Community Services

#### Assistant (Youth)

£4,365-£4,752 (inclusive)

Unemployment among young people is at a worrying level in Harlow. There is considerable concern for those who have lost effective contact with the statutory services, for the low achievement and the lack of confidence which can result from this. An important need has been identified for a very personalised job, counselling service, and the making available of specialist help to these young people, e.g. help with remedial reading, information on benefit entitlement, advice on courses and training programmes, help with self-employment, etc. The project is part of a co-ordinated approach by both the District and County Councils, with Manpower Services Commission funding, to helping the town's young unemployed.

The post holder will direct a team of counsellors and coordinate the involvement of the other participating agencies. Currently located at the town's Youth Centre, the project will be based in the community of large. The job offers a considerable challenge and the chance to develop a new approach to the needs of the young unemployed. Applicants must have substantial experience in working with young people, particularly in their transition from school to work. A professional qualification in youth and community work, social work, or overseas guidance or personnel work would be a particular advantage.

### Community Services

#### Assistant

### Community (Development)

£4,365-£4,752 (inclusive)

This new post has been created to establish a community development programme, particularly in the south-western part of Harlow. In this area, the provision has lagged behind population growth. The post holder will be responsible for the development of the programme, and for the co-ordination of the programme's activities. The post holder will be required to have a degree in Social Work or a related subject, and to have experience in youth and community work. The salary is £5,427-£6,427 per annum. Applications should be sent to the Personnel Officer, Harlow Council, 100, Broad Street, London, E1 1JL.

### Community Services

#### Assistant

### Community (Development)

£4,365-£4,752 (inclusive)

This new post has been created to establish a community development programme, particularly in the south-western part of Harlow. In this area, the provision has lagged behind population growth. The post holder will be responsible for the development of the programme, and for the co-ordination of the programme's activities. The post holder will be required to have a degree in Social Work or a related subject, and to have experience in youth and community work. The salary is £5,427-£6,427 per annum. Applications should be sent to the Personnel Officer, Harlow Council, 100, Broad Street, London, E1 1JL.

### Community Services

#### Assistant

### Community (Development)

£4,365-£4,752 (inclusive)

This new post has been created to establish a community development programme, particularly in the south-western part of Harlow. In this area, the provision has lagged behind population growth. The post holder will be responsible for the development of the programme, and for the co-ordination of the programme's activities. The post holder will be required to have a degree in Social Work or a related subject, and to have experience in youth and community work. The salary is £5,427-£6,427 per annum. Applications should be sent to the Personnel Officer, Harlow Council, 100, Broad Street, London, E1 1JL.

## HARLOW

### THE TIMES EDUCATIONAL SUPPLEMENT 11.8.78

Assistance with housing and removal expenses in surplus. Applications forms and further details obtainable from: The Personnel Officer, Harlow Council, 100, Broad Street, Harlow, Essex, CM20 1BD. Telephone 0283 40341.

### YOUTH AND COMMUNITY SERVICE

YOUTH AND COMMUNITY SERVICE has a vacancy for a **YOUTH AND COMMUNITY SERVICE** Officer. The successful candidate will be responsible for the development and co-ordination of youth and community work in the district. The post holder will be required to have a degree in Social Work or a related subject, and to have experience in youth and community work. The salary is £5,427-£6,427 per annum. Applications should be sent to the Personnel Officer, Youth and Community Service, 100, Broad Street, London, E1 1JL.

### LIVERPOOL

LIVERPOOL has a vacancy for a **YOUTH AND COMMUNITY SERVICE** Officer. The successful candidate will be responsible for the development and co-ordination of youth and community work in the district. The post holder will be required to have a degree in Social Work or a related subject, and to have experience in youth and community work. The salary is £5,427-£6,427 per annum. Applications should be sent to the Personnel Officer, Liverpool Council, 100, Broad Street, London, E1 1JL.

### Overseas Appointments

#### IRAN

IRAN has a vacancy for a **YOUTH AND COMMUNITY SERVICE** Officer. The successful candidate will be responsible for the development and co-ordination of youth and community work in the district. The post holder will be required to have a degree in Social Work or a related subject, and to have experience in youth and community work. The salary is £5,427-£6,427 per annum. Applications should be sent to the Personnel Officer, Iran Council, 100, Broad Street, London, E1 1JL.

### JAPAN

JAPAN has a vacancy for a **YOUTH AND COMMUNITY SERVICE** Officer. The successful candidate will be responsible for the development and co-ordination of youth and community work in the district. The post holder will be required to have a degree in Social Work or a related subject, and to have experience in youth and community work. The salary is £5,427-£6,427 per annum. Applications should be sent to the Personnel Officer, Japan Council, 100, Broad Street, London, E1 1JL.

### TURKEY

TURKEY has a vacancy for a **YOUTH AND COMMUNITY SERVICE** Officer. The successful candidate will be responsible for the development and co-ordination of youth and community work in the district. The post holder will be required to have a degree in Social Work or a related subject, and to have experience in youth and community work. The salary is £5,427-£6,427 per annum. Applications should be sent to the Personnel Officer, Turkey Council, 100, Broad Street, London, E1 1JL.

### YOUTH AND COMMUNITY SERVICE

Applications are invited for the following full-time Youth and Community Work post:

### Community

#### Liaison Worker

Heathcote Youth Centre, Chingford, E.4  
Possession of a recognised professional qualification in Youth and Community Work will be an essential requirement.  
Salary in accordance with the Burnham (Further Education) Lecturer 1 Scale, rising to a maximum of £5,831 inclusive of London Weighting. Starting salary will be determined by the age, qualifications and relevant experience of the successful applicant.  
For further details and an application form, write to the Chief Education Officer, Municipal Offices, High Road, Leyton, London E15 5QJ. Closing date for receipt of applications: Friday, 8th September, 1978.

### London Borough of

## Waltham Forest

### Royal County of

## BERKSHIRE

### SOCIAL WORK STAFF

#### (RESIDENT OR NON-RESIDENT)

Five in Maidenhead has been in operation for 12 months providing care on a day/residential basis for 11-15 year olds. It is now expanding to care for a few 16-17 year olds. Admissions are planned, and all staff are encouraged to take a full part in individual children's programmes. Qualified persons are invited to apply for the Senior posts. Opportunities for unqualified persons demonstrating appropriate experience and understanding may be available for those wishing to begin work in child care or widen their experience before training.

### SENIOR ASSISTANT, £3,369-£3,833

#### SENIOR HOUSEPARENT, £3,087-£3,651

#### HOUSEPARENT, £2,365-£3,465

These are subject to 2150 qualification allowance, plus a housing allowance of £230 per night. Usual emoluments are deducted when resident's additional £120 if non-resident.  
Telephone: Tom Jones on Maidenhead 29472 for further information or write to Divisional Social Services Office, 21, Marks Road, Maidenhead, for application forms. Closing date: 11th September.

### THE BRITISH COUNCIL

### THE TIMES EDUCATIONAL SUPPLEMENT 11.8.78

Assistance with housing and removal expenses in surplus. Applications forms and further details obtainable from: The Personnel Officer, Harlow Council, 100, Broad Street, Harlow, Essex, CM20 1BD. Telephone 0283 40341.

### UNITED ARAB EMIRATES

UNITED ARAB EMIRATES has a vacancy for a **YOUTH AND COMMUNITY SERVICE** Officer. The successful candidate will be responsible for the development and co-ordination of youth and community work in the district. The post holder will be required to have a degree in Social Work or a related subject, and to have experience in youth and community work. The salary is £5,427-£6,427 per annum. Applications should be sent to the Personnel Officer, United Arab Emirates Council, 100, Broad Street, London, E1 1JL.

### TURKEY

TURKEY has a vacancy for a **YOUTH AND COMMUNITY SERVICE** Officer. The successful candidate will be responsible for the development and co-ordination of youth and community work in the district. The post holder will be required to have a degree in Social Work or a related subject, and to have experience in youth and community work. The salary is £5,427-£6,427 per annum. Applications should be sent to the Personnel Officer, Turkey Council, 100, Broad Street, London, E1 1JL.

### SPAIN

SPAIN has a vacancy for a **YOUTH AND COMMUNITY SERVICE** Officer. The successful candidate will be responsible for the development and co-ordination of youth and community work in the district. The post holder will be required to have a degree in Social Work or a related subject, and to have experience in youth and community work. The salary is £5,427-£6,427 per annum. Applications should be sent to the Personnel Officer, Spain Council, 100, Broad Street, London, E1 1JL.

### GERMANY

GERMANY has a vacancy for a **YOUTH AND COMMUNITY SERVICE** Officer. The successful candidate will be responsible for the development and co-ordination of youth and community work in the district. The post holder will be required to have a degree in Social Work or a related subject, and to have experience in youth and community work. The salary is £5,427-£6,427 per annum. Applications should be sent to the Personnel Officer, Germany Council, 100, Broad Street, London, E1 1JL.

### TEACHER OF ENGLISH

#### (Turkey)

English High School for Boys, Istanbul. An independent day school of 340 pupils aged 11-19. Required for September, 1978.  
Degree and/or years' experience essential. Experience of drama teaching an advantage.  
Salary: £5,115-£5,487 pa.  
Benefits: Rent and baggage allowance; free medical treatment. Two-year guarantee contract, renewable. 78 US 133

### LECTOR IN ENGLISH

#### (Romania)

University of Cluj.  
Graduate in English with TEFL experience and preferably TEFL qualification required.  
Single candidates aged 25-35 preferred. British nationals only.  
Salary: £2,000 lei per tax-free (approx. £1,943) paid in 12 monthly instalments, plus sterling subsidy of £2,030 per tax-free paid in 12 months.  
Benefits: Free accommodation; overseas allowances. One year Minor Benefit contract, renewable. 78 UU 59

### LECTURER IN ENGLISH LANGUAGE

#### (Poland)

The Agricultural Academy, Krakow.  
Candidates should be British Nationals. Essential qualifications are first degree in either English, Modern Languages or Science, and three years' TEFL experience. MA or diploma in Applied Linguistics or TEFL desirable.  
Salary: 73,800 zlotys per tax-free (approx. £1,210) plus sterling subsidy of £2,030 per tax-free paid in 12 months.  
Benefits: Free accommodation; overseas allowances. One year Minor Benefit contract, renewable. 78 TS 134

### PHYSICAL EDUCATION INSTRUCTOR

#### (Morocco)

Rabat American School, Rabat.  
Qualifications: Teaching certificate. One year's relevant experience and knowledge of French desirable. Single candidates preferred.  
Salary: US\$7,027-12,870 pa, 30% payable in US dollars (tax free) and 70% payable in Moroccan Dirhams (taxable).  
The instructor will be entitled to free medical coverage under Blue Cross/Blue Shield scheme.  
One/Two-year contract. 78 TS 134

### LECTURER IN TEFL

#### (Sudan)

Sudan English Language Teaching Institute, Khartoum.  
To develop and teach major portions of new diploma in TEFL for Sudanese non-graduate secondary school teachers.  
Degree plus MA in Applied Linguistics (or one year university diploma in TEFL) and at least three years' experience. 78 TS 134

### THE BRITISH COUNCIL

#### ADMINISTRATION

#### Local Education Authority

#### DOUGLAS

For post with work with the young, a degree in Education or a related subject is essential. The successful candidate will be responsible for the development and co-ordination of youth and community work in the district. The post holder will be required to have a degree in Social Work or a related subject, and to have experience in youth and community work. The salary is £5,427-£6,427 per annum. Applications should be sent to the Personnel Officer, Douglas Council, 100, Broad Street, London, E1 1JL.

### THE BRITISH COUNCIL

#### ADMINISTRATION

#### Local Education Authority

#### DOUGLAS

For post with work with the young, a degree in Education or a related subject is essential. The successful candidate will be responsible for the development and co-ordination of youth and community work in the district. The post holder will be required to have a degree in Social Work or a related subject, and to have experience in youth and community work. The salary is £5,427-£6,427 per annum. Applications should be sent to the Personnel Officer, Douglas Council, 100, Broad Street, London, E1 1JL.

### THE BRITISH COUNCIL

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### LIVERPOOL

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### Overseas Appointments

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### JAPAN

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### TURKEY

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### YOUTH AND COMMUNITY SERVICE

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### Community

#### Liaison Worker

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Salary in accordance with the Burnham (Further Education) Lecturer 1 Scale, rising to a maximum of £5,831 inclusive of London Weighting. Starting salary will be determined by the age, qualifications and relevant experience of the successful applicant.  
For further details and an application form, write to the Chief Education Officer, Municipal Offices, High Road, Leyton, London E15 5QJ. Closing date for receipt of applications: Friday, 8th September, 197



## Assistant Director (Further Education)

Applications are invited for this post carrying responsibility under a Principal Assistant Director for a wide range of further education duties in a large County Authority. Applicants should be graduates with teaching and administrative experience. It is hoped that the person appointed will be able to take up duties no later than January 1979.

The salary will be £7,988-£9,715 including supplements.

An Essential Car User Allowance is also payable. The County has a scheme for assistance towards the costs of removal and re-location expenses and lodging allowance.

An application form and further particulars may be obtained from the Director of Education, County Offices, Matlock, Derbyshire.

Closing date Wednesday 30th August 1978.

# Derbyshire



## EDUCATION DEPARTMENT AREA SENIOR CAREERS OFFICER (EDN 152)

Llanello

Grade: SO1, £4,920-£5,358 plus £512 per annum salary supplement.

Applicants must be suitably qualified with previous experience in the careers service.

The successful applicant will be responsible for the day to day management of an Area Office, the full range of vocational guidance duties, involvement in the placing of young people in employment and liaison with employers and professional organizations. A knowledge of Welsh will be an advantage.

Application forms returnable by 24th August, 1978, are available on receipt of a stamped addressed envelope from the Director of Personnel and Management Services, County Hall, Carmarthen.

CANVASSING DIRECTLY OR INDIRECTLY WILL DISQUALIFY

## BOLTON METROPOLITAN BOROUGH

## CAREERS OFFICER

AP3/4, £3,420-£4,320, plus £312 p.a.

Starting salary depends on qualification

Applications are invited for the above post in the Authority's Careers Service for the full range of vocational guidance duties. Applicants should be suitably qualified and preferably hold the Diploma of Careers Guidance or equivalent.

Application forms available from the Personnel Officer, Town Hall, Bolton, to be returned by 25 August 1978.

## City of Sheffield Education Department

(In Association with the University of Sheffield)

## RESEARCH ASSISTANT

£2,916-£3,330 (including supplement)

Applications are invited for the post of Research Assistant to assist in a project investigating poor school attendance and behaviour problems.

The appointment will last for 12 months, and involves classroom observation, analysis, interviewing of teachers and pupils.

Application forms and further particulars from the Chief Education Officer (Tel. 527740), Education Offices, Leopold Street, Sheffield S1 1RJ, to whom completed applications should be returned by 21st August.

## ADMINISTRATION Local Education Authority continued

### HARROW

#### EDUCATION COMMITTEE CAREERS ADVISORY

Salary to £5,358. For the full range of duties including career guidance, advice, counselling, and development of careers services within the local authority. The successful candidate must have a degree in education or a related field, and a minimum of 3 years' experience in the service. Some knowledge of work with the unemployed may prove an additional advantage.

A car is needed for this post and a car allowance is payable. The County has a scheme for assistance towards the costs of removal and re-location expenses and lodging allowance.

An application form and further particulars may be obtained from the Director of Education, County Offices, Matlock, Derbyshire.

Closing date Wednesday 30th August 1978.

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## HARTFORDSHIRE

### EDUCATION COMMITTEE

#### CAREERS ADVISORY

Salary to £5,358. For the full range of duties including career guidance, advice, counselling, and development of careers services within the local authority. The successful candidate must have a degree in education or a related field, and a minimum of 3 years' experience in the service. Some knowledge of work with the unemployed may prove an additional advantage.

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## City of Sheffield

### Education Department Careers Service

## TRAINEE CAREERS OFFICERS (2 posts)

Trainee Grade: £2,895-£3,651 (including supplement)

Applications are invited from candidates with graduate qualifications for appointment as a trainee careers officer. The successful applicant will be recruited to a full-time course of training for the Careers Service.

## CAREERS OFFICER

AP4: £4,245-£4,632 (including supplement)

Required to work as a member of a team responsible for the full range of careers work in schools and colleges of further education.

Candidates should possess graduate or comparable qualifications and should have completed further training for the Careers Service.

Application forms and further particulars from the Chief Education Officer (ref. ST/P/CW), Education Offices, Leopold Street, Sheffield S1 1RJ, to whom completed applications should be returned within 14 days of the appearance of this advertisement.



## EDUCATION AND CULTURAL SERVICES COMMITTEE Strat Aree Careers Office

Salary: £4,920-£5,358 plus £512 per annum salary supplement.

Applicants must be suitably qualified with previous experience in the careers service.

The successful applicant will be responsible for the day to day management of an Area Office, the full range of vocational guidance duties, involvement in the placing of young people in employment and liaison with employers and professional organizations. A knowledge of Welsh will be an advantage.

Application forms returnable by 24th August, 1978, are available on receipt of a stamped addressed envelope from the Director of Personnel and Management Services, County Hall, Carmarthen.

CANVASSING DIRECTLY OR INDIRECTLY WILL DISQUALIFY

## LEICESTERSHIRE

## DEPUTY OFFICER-IN-CHARGE

'THE WOODLANDS' Observation and Assessment Centre, Leicester (for 32 children aged 10 to 17 years)

Salary £4,791-£5,397 p.a.

Applicants should be qualified in Residential Social Work and have had relevant management experience in Assessment Centre procedures. Will be part of the Centre's management team and responsible for leading a team of Residential Social Workers in full assessment procedures.

Will also be expected to take charge in the absence of the Officer-in-Charge.

Single accommodation is available for which a board and lodging charge of £468 p.a. (Inc. VAT) will be made. Staff housing for a married person may be available for up to two years.

For further information, please contact Mr. J. Gobb or Miss M. Furness on telephone Leicester (0533) 871318, Ext 275 (Ref. 248/153).

Application form and description from the Director of Social Services, Personnel Section, County Hall, Glenfield, Leicester. Telephone (0533) 871313 (quoting reference).

Application forms available from the Personnel Officer, Town Hall, Bolton, to be returned by 25 August 1978.

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## Stowmarket Sports Centre

This is a joint provision Sports Centre situated at Stowmarket High School and consisting of Sports Hall, Activities Room, two Squash Courts and full social provision.

## 1. MANAGER

Salary: AP 4/5, £4,245-£4,632 inclusive

Qualification in Recreational Management desirable but not essential as practical experience and administrative ability will be considered important. The Manager will be responsible to a Management Committee for the running and general administration of the Centre.

## 2. RECREATION SUPERVISOR

Salary: AP 2, £2,278-£2,651 inclusive

Practical experience in physical education/recreation either in schools or H.M. Forces desirable. Some experience in administration an advantage.

Applicants must be prepared to work unsocial hours. The posts are supernumerary and generous removal expenses and settling-in allowances are paid in appropriate cases.



## National Health Service

## Training Aids Unit

The Unit is involved in the design and production of training material which ranges from print to cassette television, for use in the National Health Service. Development of the Unit now requires the recruitment of two new technical officers and one administrative officer.

## Senior Graphics Assistant

## Senior Technician Assistant

## General Administrative Officer

Applicants for the above should have received appropriate training and experience. The post holder will be expected to act in a supervisory/training capacity. General Administrative Officer grade. Salary: £3,452-£4,421 plus out of London weighting £141 p.a. New entrants to N.H.S. commence at £3,452. Application forms and job descriptions are available from Miss K. M. Dell, Deputy Director, N.H.S. Training Aids Unit, Hyldestile Hospital, Gillingham, Surrey. Closing date for receipt of application August 25, 1978.

## Resident Houseparent

Required in September at MOUNT TAMAR SCHOOL, PLYMOUTH, a purpose-built hostel for 16 maladjusted boys and girls aged 5-18 years. You should have had experience in a residential setting in organizing and supervising the work of small groups of disturbed boys, and it is desirable that you should have suitable child care qualifications. You will be one of a small team, and should be flexible and able to integrate into a system which is designed to create a warm and therapeutic atmosphere. You will need to use initiative and possess a sense of humour in order that the children in care come to terms with their emotional and behavioural problems. A one bedroom furnished flat is available. At present the hostel is organized on a five-day week basis and you will be expected to work in the evenings during the week, but would have every weekend free of duties, and there will be a generous holiday entitlement.

SALARY: £1,821-£3,278. (Includes latest pay supplement) plus £245 p.a. annual for board and lodging charges (subject to review). Application forms obtainable from and returnable to: MR. P. E. JOHN, HEADMASTER, MOUNT TAMAR SCHOOL, ROW LANE, HIGHER, ST. BUDAUX, PLYMOUTH, by 22nd August, 1978. Please enclose a stamped addressed envelope.

## DEVON



## Use and develop your Skills as a Residential Social Worker

First, choose a challenging client group. Next, choose a department which supports its homes, encourages staff development and has a clear secondment policy. Then, make sure you have the support to use your technical, administrative and casework skills. Put simply, apply to us for a post working with adolescent girls. We have several vacancies arising this summer through internal transfers (to increase experience), internal promotions, and people leaving to undertake courses. We are already working toward generally aware staff in our residential division and we anticipate staff in our sole-charge unit will form a resource group able to work across the unit. Posts becoming vacant are:

Officer in Charge, Grade 4. Salary £3,654 to £4,414 per annum inclusive. Reference 483 58.  
Deputy Officer in Charge, Grade 3. Salary £3,272 to £3,936 per annum inclusive. Reference 484 58.  
Residential Social Worker, Grade 1. Salary £2,841 to £3,505 per annum inclusive. Reference 485 58.  
Residential Social Worker, Grade 1. Salary £2,841 to £3,505 per annum inclusive (30 hours pro rata). Reference 486 58.  
The Grade 4 post is resident in the office, normally 10am-6pm. Employment changes are scaled according to accommodation provided.  
Application forms from the Director of Social Services, Room A202, Town Hall, Axminster, Devon, TA20 1JF, Tel: 0379 2424, extension 3355. Please quote relevant reference. Closing date August 25, 1978.

**Ealing**  
London Borough

## Educational Psychologists

## NORFOLK

## COUNTY COUNCIL

## EDUCATION DEPARTMENT

## EDUCATIONAL PSYCHOLOGIST

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